DOCUMENT RESUME

ED 240 220 UD 023 396

AUTHOR Spier, Adele W.; And Others
TITLE Chapter 636, Voluntary Integration in Massachusetts. Successful Programs of Choice.
INSTITUTION Massachusetts State Dept. of Education, Boston. Bureau of Equal Educational Opportunities.
PUB DATE [83]
NOTE 109p.; For related documents, see ED 236 277-278 and UD 023 397-399.
PUB TYPE Reports - Descriptive (141) -- Reports - Evaluative/Feasibility (142)

EDRS PRICE MF01/PC05 Plus Postage.
DESCRIPTORS Bilingual Education Programs; Busing; Career Education; College School Cooperation; *Desegregation Methods; Elementary Secondary Education; Magnet Schools; Metropolitan Areas; *Program Effectiveness; School Community Relationship; Staff Development; State Legislation; *Success; *Voluntary Desegregation
IDENTIFIERS *Massachusetts

ABSTRACT

A statewide study was conducted to identify and describe successful voluntary school desegregation programs funded under Chapter 636, a 1974 amendment to Massachussets' Racial Imbalance Law. Programs selected were of four types: (1) school-based (elementary, middle, and high); (2) school system- or district-wide; (3) part-time and full-time magnet; and (4) Metco school communities, in which minority students are bused to suburban schools. The 12 programs described in this report include (1) and (2) Metco programs in Natick and Newton; (3) the Math Lab at William Trotter Elementary School, Boston; (4) a career education program at Thomas A. Edison Middle School, Boston; (5) a theatre arts program at Copley Square High School, Boston; (6) a staff development/teacher training program in Boston's District II, carried out in collaboration with Wheelock College; (7) Project READ in Boston's District I, conducted in collaboration with Boston University; (8) "Neighborhood Art Center: Project Four Worlds," a magnet program which pairs classes from Boston city and suburban schools; (9) "Casa del Sol: La Buena Herencia," a community-based adult education/cultural education program; (10) "Metropathways," another magnet program for Boston and suburban high school students; (11) a Spanish language instruction program at Sumner Avenue Elementary School, Springfield; and (12) "A Language to Share," a bilingual, multicultural program for students of various linguistic backgrounds residing in Lowell. The report's conclusion considers the elements that make these programs successful and highlights their concern with excellence. Another universal element of the programs is said to be a supportive school climate. Appended to the report are a State Board of Education policy statement on programs submitted for funding under Chapter 636 and a table detailing 1980 enrollments in the 12 programs described. (GC)

ED240220

CHAPTER 636
VOLUNTARY INTEGRATION IN MASSACHUSETTS
SUCCESSFUL PROGRAMS OF CHOICE

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Charles Glenn, Mass. Dept. of Education, Bureau of EEO
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☑ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

UD023396

MASSACHUSETTS BOARD OF EDUCATION

Donald R. Walker, *Chairperson*
Howard A. Greis, *Vice Chairperson*

John W. Bond
Millie R. Clements
Tessa Day
James R. Grande
James L. Green
Charles T. Grigsby
Edwin M. Rossman
Joseph C. Savery
Dorothea A. Zanetti

John H. Lawson, *Commissioner of Education, Secretary*

John B. Duff, *Chancellor,* Board of Regents, Ex Officio

RESEARCHED AND WRITTEN BY:
Adele W. Spier Ph.D, *Coordinator*
Laureen Greene
Frank Banks

THE MASSACHUSETTS DEPARTMENT OF EDUCATION INSURES EQUAL EMPLOYMENT/EDUCATIONAL OPPORTUNITIES /AFFIRMATIVE ACTION REGARDLESS OF RACE, COLOR, CREED, NATIONAL ORIGIN OR SEX, IN COMPLIANCE WITH TITLE IX, OR HANDICAP, IN COMPLIANCE WITH SECTION 504.

ACKNOWLEDGMENT

For all of their time, worthwhile and useful advice and for their commitment to integrated education, we thank the advisory committee:

Deborah Ward

Morton Milesky

Theodora Sylvester

Mark Hinderlie

Ty DePass

Ellen Guiney

Maurice Donovan

and for his work not only on the committee but as an advisor, school integration expert, editor, and for special encouragement, we thank Meyer Weinberg.

TABLE OF CONTENTS

PAGE

PREFACE - Charles Glenn

INTRODUCTION - Adele Spier..... 1

THE Metco PROGRAM
Natick - Adele Spier..... 8
Newton - Adele Spier..... 19

BOSTON: SCHOOL BASED, DISTRICT WIDE PROGRAMS
The William Trotter School: The Math Lab - Adele Spier..... 36
Thomas A. Edison School: Career Education - Adele Spier..... 42
Copley Square High School: Theatre Arts Program - Laureen Greene 49
Wheelock College/District II: Teacher Training - Adele Spier.... 54
Boston University/District 1: Project READ- Laureen Greene..... 60

BOSTON/SUBURBS: PART TIME MAGNET PROGRAMS
Neighborhood Art Center: Project Four Worlds - Adele Spier..... 65
Casa Del Sol: La Buena Herencia - Adele Spier..... 71
Metropathways - Laureen Greene..... 78

SPRINGFIELD
Sumner Avenue School: Spanish Language Instruction - Adele Spier. 82

Lowell
A Language to Share - Frank Banks..... 86

CONCLUSION - Adele Spier and Frank Banks..... 92

APPENDIX - Board Priorities ..... I- III
Racial Statistics of Programs..... IV

Bureau of Equal Educational Opportunity
The Commonwealth of Massachusetts
Department of Education

31 St. James Avenue, Boston, Massachusetts 02116

PREFACE

Desegregation is perhaps the greatest challenge which a school system can face, and this is experienced especially at the school and in the classroom. Some schools, some teachers respond to desegregation with the energy, sensitivity, and imagination which make integration happen, and amply justify the controversy and effort which are so striking to observers. Others respond with rigidity and avoidance, and reap a harvest of racial conflict and educational apathy.

Ten cities and more than forty suburban communities in Massachusetts have undertaken to desegregate, and roughly four hundred schools have been affected. The results have ranged from highly exciting to deeply depressing.

Massachusetts has made a greater effort to support school desegregation than any other state; this support, over fifteen years, has included hundreds of millions of dollars for desegregation-related school construction, transportation, tuition for urban students in suburban schools, and grants to strengthen desegregating schools and to operate magnet schools. We have heard many times from local school people that these funds have "made all the difference" in achieving positive integration. We are not naive enough to believe that every program has been a success or every dollar well-spent, but in the retrospect of my nearly twelve years of responsibility I feel there is much to be proud of.

Several years ago we began to talk of trying to "capture" some of the successes of funding for desegregation support, in order to identify some of the elements of their achievement for the benefit of other schools. Frank Banks, who had worked with the Institute for Learning and Teaching in providing support to Boston schools, agreed to take primary responsibility, and Dr. Adele Spier and Laureen Greene were contracted to do the research and attempt to identify the elements of success.

This report is not an "evaluation" of state-funded desegregation programs, though many such evaluations have been conducted and were consulted; neither is it an attempt to give an overview of the scope of programs funded, or to discuss in depth one category of programs, though such studies have been done as well. It is essentially a sampler of programs which have some quality of excellence, and a thoughtful consideration of how that excellence was achieved. We hope and believe that it will be very useful.

Charles L. Glenn, Director

INTRODUCTION

Massachusetts enjoys wide recognition for its leadership in support of voluntary programs of school integration. The state's voluntary approach to integration achieved the status of official policy in 1974 with the passage of Chapter 636, an amendment to the Racial Imbalance Law, which greatly extended incentive funding for both magnet education, and planning for systems with racially imbalanced schools. The corner-stones of Massachusett's integration policy are magnet programs and magnet schools with educational offerings that encourage voluntary transfers, and Metco, a program which buses minority students to the suburbs. In addition, under Chapter 636, the Bureau of Equal Educational Opportunity has made available substantial funds to schools and school systems throughout the Commonwealth for programs which reduce racial isolation and encourage quality integrated education.

This report presents the results of the first statewide study of voluntary integration programs that are achieving success. These successful programs were identified from those funded under Chapter 636 in accordance with priorities adopted by the State Board of Education to meet the mandates of the law. (See Appendix).

BACKGROUND OF THE STUDY

The Bureau of Equal Educational Opportunity has long been concerned about the impact of voluntary programs funded through Chapter 636. Although the Bureau has provided for the evaluation of such programs in the larger cities of Boston and Springfield, (both under court orders) it has not attempted a statewide evaluation of 636 funded programs--in part because of the extreme diversity of programs funded and the lack of validated tools to measure integration gains in combination with the larger goals of education. Programs funded under Chapter 636 range: from school-based programs to programs for an entire school district; from those which are aimed at direct impact on students to those which seek administrative change; from those which bring together several schools of differing racial compositions to those which serve only those students in one impacted school; and from Metco which buses minority students to suburban school systems to university pairings and cultural collaborations which have programs covering many educational and desegregation needs.

The difficulty in achieving comparability in evaluating 636 programs has been noted in previous evaluations of Boston programs. Without an operational definition of integration, a comparative study of the effectiveness of different programmatic offerings to integration is speculative. For example, there is no evidence that programs addressing multi-cultural concerns as part of their curriculum produce better integration outcomes for students than programs that are based on mutual respect and cooperation between diverse ethnic groups but which do not discuss cultural differences.

THE EVALUATION DESIGN

With these considerations in mind, a non-traditional evaluation was undertaken of 636 programs statewide with the prime focus on identifying "successful" programs, starting with "successful" as perceived by those state and local educators and concerned community people most involved with overseeing the development of quality 636 programs in their regions or schools. Support for this approach inheres in the 636 legislation which provides for parent, community, and student participation in program development and implementation. However, one limitation of this approach is that some programs that are successful might have not developed a "reputation", and, therefore the study cannot claim to include all successful programs in the state.

An important element of the evaluation design was the creation of an Advisory Board with representation of students, parents, administrators, and teachers, and an expert on integration. The Advisory Board participated in the program selection process, helped to define the issues and metholology, and gave direction to the study.

In defining integration, this evaluation narrowly focussed on integration as an educational process rather than an outcome, thereby going beyond a racially balanced student body. As stated in a government policy manual, the objectives of the integration process are "equal opportunity, equitable treatment, and respect for all students" (U.S. Department of Health, Education and Welfare, A Handbook for Integrated Schooling, 1976.) Using this perspective, successful elements of the integration process were sought in both short and long term programs, with "successful" defined in the context of furthering integration.

For example, as described in a recent BEEO brochure:

> The concept of magnet education has been realized in the growth of a variety of part-time programs which attract a racial and cultural mix of students, teachers and parents. The most successful of these programs involve a voluntary working collaboration among communities, schools, and institutions to provide new educational experiences, curricular innovations and real social integration of participants.

Although this criterion of success was developed with magnet programs in mind, it was also considered applicable to the Metco Program, which was set up originally to give minority children the opportunity to attend a suburban school rather than racially-imbalanced Boston or Springfield schools. (See Metco Parent Handbook, 1979-1980).

In order that the results of the study be useful to a wide variety of individuals and organizations working on behalf of integration, an attempt was made to find programs that were (1) school based, elementary, middle and high; (2) system-wide; (3) part-time and full-time magnet; and (4) Metco school communities.

The evaluation design also sought programs that met the ten priorities adopted by the Massachusetts Board of Education to implement Chapter 636 (see Appendix): university pairings, integration of bilingual students, special desegregation, career awareness in elementary and middle schools, arts in education, special needs - gifted and talented, reducing disparity in academic achievement among students, integrated student leadership, 622 minigrants, special desegregation and exemplary programs in cross-cultural education. But it is important to note that the evaluation was not geared to measure the extent to which these priorities were being met. Rather the purpose was to identify successful programs whether or not all categories or priorities were represented.

METHODOLOGY

In light of the purposes of the study - to identify successful 636 programs, describe their functioning, and suggest elements of their success - the case study approach was used as both a research design and a data collection method. The case study was expected to provide an in-depth portrait of programs - how they are initiated, and how they evolve and are implemented.

The evaluation study was conducted in several stages. A preliminary investigation was made of all documents pertaining to 636 programs (i.e., prior evaluations, the legislation, Board of Education minutes, program proposals, and corresponsence) to become familiar with 636 programs, identify key people, and begin formulating a questionnaire. Members of the central BEEO staff were interviewed first and asked to recommend others to interview who knew about 636 programs. Because responsibilities for overseeing 636 programs are specialized, no one member of the staff had an overview of all programs. By consulting with several staff members, a starter list was generated with reputedly successful programs. Members of other educational constitutencies such as school administrators, parent community groups were asked to identify successful programs in their districts or citywide. When programs appeared on more than one list, they were tentatively selected for further investigation. This checking went on throughout the entire study. The investigation was a continuous process of following up on leads.

PROGRAM SELECTION

The original goal of the evaluation was to identify and study 20 programs including two Metco communities. Because of the length of time needed to conduct case studies of Metco programs, it was decided to make selection of a Metco community the first priority. By checking with various constituencies, one Metco community was identified - Natick - with a small program of 50. Several other Metco communities with larger programs were also identified as successful. Newton, with the largest program of 430 Metco students was selected as the second community to study. At the same time as the preliminary investigation of the Metco programs began, other magnet schools and programs started showing up on more than one list (i.e., the R.E.A.D. program in District 1) and these were checked out by contacting parents and teachers connected with the program, and in some cases by making site visits.

Several months into the study, a progress report indicated that: a few programs were almost completed, some programs were just getting underway, others had to be dropped because the preliminary investigations turned up characteristics that were considered detrimental to integration, and new programs were being suggested for consideration in the study. As the time estimated for the study was running out, it became apparent that 10-15 programs, instead of the original goal of 20, would emerge from the rigorous methology with consistent reputation for excellence, and that the study of these would provide the basis for identifying elements of success in the integration process. Table 1 presents the twelve programs identified as successful.

TABLE I

SUCCESSFUL INTEGRATION PROGRAMS

I. School-based

BOSTON

	School	School Level
Career Education	Edison	M
Theatre Arts	Copley	H
Math Lab	Trotter	E

SPRINGFIELD

Spanish Language Instruction	Sumner Avenue	E

II. District-wide

BOSTON

READ--District I

Staff Development--District II

LOWELL

A Language to Share

III. Part-term Magnet Pairings

BOSTON and SUBURBS

Casa Del Sol

Project Four Worlds

Metropathways

IV. Metco

Natick

Newton

THE METCO PROGRAM: NATICK AND NEWTON

Metco, one of the oldest programs of voluntary integration in Massachusetts, is administered by the Mass. Dept. of Education which contracts program coordination and the provision of support services to METCO Inc., a private non-profit organization incorporated in 1966 under the laws of the Commonwealth of Massachusetts. The organization's goals are:

- To provide the opportunity for an integrated public school education for urban black and other minority children from racially imbalanced schools in Boston by placing them in suburban schools.
- To provide a new learning experience for suburban children.
- To provide closer understanding and cooperation between urban and suburban parents and other citizens in the metropolitan Boston area.

Two Metco communities, one with a small program (50 students, Natick) and one, with a large program (400 students, Newton) illustrate the process of moving to achieve these goals.

THE NATICK Metco PROGRAM

Natick is a suburban town fourteen miles southwest of Boston, with a mix of working class and white collar families and considerable ethnic diversity, including a small number of long-time resident black families. The Natick school system offers a varied program of academic and vocational subjects. The small Metco program is solidly based in the Natick school system and is an outstanding small program for these reasons:

- The Natick community gave wholehearted initial support to the program.
- The program has been given the support system it needs by the school administration and planned not to fail.
- The program has had "outstanding and energetic" coordinators.
- The program has been in operation for 13 years with no serious challenge.
- A large percentage (compared with other Metco programs) of Metco children participate in after-school activities.
- The school system communicates with Metco parents through excellent newsletters and a good working relationship with METCO, Inc.
- Natick Metco students and parents consider the Natick education system an excellent option.

Despite these strengths, the Natick school system has not capitalized on the Metco program:

- The Metco program has not had a substantial impact on Natick's curriculum or staffing patterns.
- Some Metco students feel isolated and have had difficulties with Natick students, both black and white
- The Metco program has a low community profile.

The context of these findings is presented in the case study of Natick's Metco program.

Natick came into the Metco program in 1967, one of the second wave of suburban towns to enroll students from Boston. The Metco Program in Natick was an outgrowth of community concern and participation in the civil rights movement in the 1960's. Natick was the first town in the nation to organize a Fair Housing Committee. The Fair Housing Committee actively worked with real estate agents and owners to find housing for Black families in Natick. Members of the committee developed ties to the Black community in Boston.

The Metco program took root in Natick almost as an extension of activities on behalf of fair housing. The deaths of Martin Luther King and Robert Kennedy, and the publication of the Kerner Commission Report in 1968 brought people in Natick together to take some action and do what was "morally right." A group of parents and interested citizens, some of whom had been working for fair housing laws and others who had participated in Operation Exodus. (A Program which transported Boston minority children to suburban schools), began to meet in each others homes to discuss ways of reducing the racial isolation of children in Natick schools. They formed an ad hoc Citizens for Metco committee.

Some members of this committee knew of the Metco program in nearby communities and decided to try to bring it to Natick. They began by informing and working through organizations to which they belonged--churches synogogues, the League of Women Voters, the NAACP, and the Board of Selectmen. With the support of these organizations, three members of the Citizens for Metco committee, presented to the School Committee a proposal for bringing students from Roxbury into Natick's schools. The presentation to the School Committee was a "soft sell" as there was no organized resistance.

They emphasized "that Natick led the way in welcoming Negro families about ten years ago."

> School committee members also noted that the Negro students, who now number about 110, have been exemplary and have given the system some very outstanding students and athletes. Both white and Negro children have benefitted from the experience. They refer to classmates as friends with no distinction as to their color.

The school superintendent had taken a leadership role in support of a Metco program in Natick and "educated" the School Committee. He had the backing of several administrators for bringing the program into their schools. A big selling point was that the program involved no extra cost to Natick. There was some discussion about whether to bring Metco children into the elementary school or the high school. The availability of seats at the junior and senior high school level convinced the School Committee to launch the Metco program in Natick with twenty students to be placed in the ninth grade at one junior high and in three grades in the high school. The School Committee's decision was unanimous. A member of the Citizens for Metco committee, responding to Natick's Metco plan, commented that Natick's reaction:

> "has been in sharp contrast to other communities where school committees have been divided in their vote and citizens have circulated petitions in opposition to the program...The unanimous vote for METCO is indicative of the calibre of the school superintendent, the school committee and the community which will accept it."

In describing the initial participation of Natick in the Metco program, one black resident said: "Blacks are welcome in Natick."

The Natick plan to accept 20 Roxbury children suffered a temporary setback when federal funding for the Metco program was not available in 1967 for junior and senior high school students. (Funds were being targeted at children in kindergarten and elementary classes.) As a result,

the program did not get underway until 1968-69 when state funds became available.

In preparation for the advent of students from Roxbury, the Citizens for Metco committee, in cooperation with the school administration, organized a host family program and arranged an evening meeting between the host families and METCO parents. There was also a tour of the receiving Natick schools for Metco parents and students.

Responsibility for the program was taken on voluntarily by the guidance counselor at the high school and an assistant principal at the junior high school. They arranged with METCO, Inc. to hold some orientation workshops for teachers before the program got underway in the fall.

The administrators' concern was "to make the Metco students part of the schools they attended and not to be isolated." They approached several teachers at the junior and senior high schools to do as much as possible to be sensitive to "the adjustment factor." They worked with the METCO, Inc. office to establish daily operations. The administrators sought to identify key people in the Metco families and set up a liaison between Metco parents and the schools.

Of immediate concern were bus problems. There were no bus monitors and some of the drivers were not sympathetic. School personnel went into town to talk to the owner of the bus company to get a change in drivers. Through METCO, Inc. one of the parents was recruited to take charge of ironing out discipline problems on the bus.

The beginnings of the Metco program in Natick are described variously in these composites:

> The program got off to a rough start. There was no special provision for remedial work and little faculty orientation. Some teachers didn't want to wait for Metco kids (who needed a lot of tutoring) to catch up. Some teachers wanted to treat Metco kids differently and use less strict standards.

> The program got off to the usual beginnings in that there were problems that had to be overcome--such as poor attendance on part of Metco youngsters, not enough remedial help--some black-white problems - some problems between indigenous blacks and Metco kids-black Natick kids were now seen as Metco kids rather than Natick kids.

Initially, the host family program was quite active. There were twenty-three host families, and as described in a Metco newsletter: "Each Metco student has a host family that is available in case of emergency or sickness whose home is available for the student to stay overnight to enable him to participate in athletic events or in case of foul weather, and whose hearts are open for just plain sociability." There was also a motor pool of host family mothers who picked up students at Riverside if they missed the Natick bus, or drove them to Riverside after football or other extra-curricular activities.

The impact of the host family program is indicated in several comments:

> "The idea of assigning the student to a host family with a child in the same grade and school has proven successful. Generally there is good rapport between the student and the Natick family."

> "Perhaps the Metco kids appreciate attending Natick schools more than our own children do..Unfortunately, not all of the Metco students have been as receptive as the host families would wish. Shy, reserved, wary or independent, or for perhaps some other reason, several of the students have chosen not to "mingle" with host families, although most do maintain a school friendship with the children of the family. On the other hand, a couple of the families have had the opportunity to have the student stay with them on weekends, and several are pleased to have their Metco students 'just drop in'." (Suburban Press and Recorder, Nov. 1969).

In order to provide much needed remedial help, one of the administrator-coordinator organized a tutoring program for Metco students at the U.S. Army Natick Laboratories. Students went there for an hour each week to receive help in Mathematics, English, Reading and homework organization. The program ran for two years and was finally discontinued because of transportation problems. The problem of remedial help was resolved with the

hiring of Metco teacher aides and tutors.

In 1970, the two administrators of the schools receiving Metco students, who were also serving as co-coordinators of the program, recommended to the superintendent that a full-time coorinator be hired for the program. Their rationale was that a full-time coordinator was needed (1) to spend more time with individual students who had difficulty adjusting to the Natick program, and (2) to develop the support of the Metco parents.

Significant progress in implementing Metco occurred with the hiring in 1970 of a black coordinator, a resident of Natick who was politically active. This coordinator was considered a "driving force for Metco--she straightened out the rough edges." The coordinator, in her own words, "accepted as many speaking engagements in the community and at the state level as possible" to talk about and drum up support for Metco. The host family program "jelled" under her leadership. The coordinator helped students with academic problems and ironed out conflicts with teachers. She held workshops for teachers on the worthiness of the program and the need to maintain the same discipline code and academic standards for Metco students as for Natick students. "She built up a high degree of credibility among the staff." With the cooperation of the administration, she developed a staff: a bus monitor/teacher aide and a tutor.

The coordinator, however, was frustrated because there was no one to coordinate the budget process and she had to work individually with principals of the two schools. In 1973, another superintendent, "wanting someone in the central office responsible for Metco", hired an assistant superintendent with responsibility for the program thereby giving it a firm footing in the Natick school system.

Now in its thirteenth year of operation, Natick Metco is a "permanent fixture" of the school system. There has never been any serious challenge to

the program. Occasionally, a question is raised at School Committee meetings about the cost of the program to which administrators point out that the number of Metco students entitles Natick to additional regular staff who serve Natick as well as Metco students.

Over the years the program has grown, doubling in size to 50 students, but still confined to the junior and senior high schools. The present superintendent, a former principal of one of the schools with the Metco program, continues his support of it. The school administration continues to maintain close ties with METCO, Inc. For example, the administrator of METCO, Inc. is available for consultation if problems occur and visits the Metco schools in Natick unannounced.

The administration rates the coordinators of the Natick Metco program as "the best." and support their efforts. Coordinators have worked long hours for low pay. The assistant superintendent was unsuccessful in his efforts to get BEEO to raise the salary of the coordinator, who is a member of the administrative staff and meets with the assistant superintendent every other week. The coordinator also reports to the School Committee.

With the program firmly established, recent coordinators have administered it maintaining a low profile. (aside from a tenth anniversary celebration). They have concentrated their efforts on (1) helping Boston students adapt to a new school environment and (2) providing for the individual needs of students -- from those who are talented or gifted to those who need tutoring. The Metco staff arranges orientation meetings for new Metco students and parents, conducts orientation workshops for teachers, provides individual students conferences, and arranges for monthly meetings between administration and students.

Metco impacts more on the junior high than on the high school. The staff of the junior high school is more aware of Metco students because the school encompasses only seventh and eighth grades and many Metco students have some academic adjustment problems. There is a full-time Metco tutor at the junior high school. One problem mentioned at the junior high school concerns relations between Metco blacks and Natick blacks - neither group wants to be mistaken for the other. For example, some staff think all black students are Metco students.

An assistant principal at the junior high school, who has been there since the inception of Metco said he has changed his attitude "180 degrees". He was frankly afraid of behavior problems; now he regards minority students as he does any other. If anything, Metco parents are more concerned about school problems than are Natick parents - Metco parents are very concerned about their children making a good impression in school, and the Metco students attention to dress and appearance reflects this.

By the time the Metco students reach high school, they are more relaxed, according to the present coordinator. There is no special tutor for them, but school tutoring services are available. However, "the number of students (25) is so small that racial attitudes are not challenged."

There have not been any significant changes in the Natick curriculum that staff attributed to the presence of Metco students. Certain events are celebrated, such as Martin Luther King day and Black History month. Each month as a photo or drawing of a black hero is displayed in the schools "out in the hall where kids can see it." But Natick has not attempted to use Metco as a device for bringing about curriculum changes into the schools. Administrators stress that Metco students are Natick

students; Metco students are in all tracks, and their attrition rate is low--about 7 percent of Metco students a year go back to Boston.

The Metco presence is more evident outside of the curriculum. Metco students are encouraged to participate in extra-curricular activities by the provision of late and extra-late buses, and occasional rides by the assistant superintendent. Transportation is a priority of the administration which negotiates its own contract (other Metco communities let METCO, Inc. or the state make the arrangements) in order to provide a higher level of service. A third of the students stay after school for extra help and to participate in activities such as sports, student government, and the newspaper.

The Metco staff looks for special student activities to sponsor. For example, a Metco dance troupe was organized by one of the monitor/aides in 1980 which performed for groups in the Natick community. The Metco activities culminated in the junior high school's annual Day for Arts with a festival of musical programs featuring the Metco Dance Group, Chorus and Band. The dance troupe also performed for groups in the Natick community.

Parent support and participation in the education of their children is sought primarily by means of a monthly newsletter which gives a comprehensive report of student activities, problems, and achievements. A higher percentage of Metco parents are said to attend school functions than Natick parents. Parents participate in potluck suppers and fund raising activities. Transportation is provided for Metco parents.

The host family program is no longer active, which concerns some Metco parents. One Metco coordinator found it difficult to keep up. People who were active as host families have gotten jobs and are less

often at home. One administrator said that when the Metco staff tried to match youngsters, they objected and wanted to make their own friends. Some efforts were made to have black and white parents meet in the city. This was successful but "the numbers were't there."

Administrators, teachers, students, as well as Natick parents and Boston parents agree that the Metco program affords minority students an opportunity to benefit from a suburban school education. Black parents regard the Metco program as an alternative to sending their kids to Boston schools and an educational opportunity. One coordinator commented on the commitment of the Metco student who leaves home at six o'clock in the morning and often doesn't get home until twelve hours later. The former coordinator remarked that some children who came into Natick with difficulty in reading and writing have gone on to college. About the same percentage of Metco seniors go on to higher education as Natick students.

Although changes in attitudes are hard to measure, one teacher, who has lived in Natick all of her life, feels that racial attitudes have greatly improved and that more Black families are moving into Natick partly because of the presence of Metco students in the schools.

People in Natick attribute the program's longevity to several factors: Outstanding coordinators "who work twenty five hours a day"; the support of several superintendents; the financial benefits of the program; the cooperation of METCO, Inc., the incorporation of a Metco plan into the operating structure of the schools; and the program's low profile.

THE NEWTON METCO PROGRAM

Newton, a large middle-class suburb of Boston, with old and new ethnic neighborhoods, is known as a city of "liberalism and innovation", and as a lighthouse district in education. A key element in its education policy is its commitment to the Metco program. The Newton Metco program is outstanding along several dimensions of integration:

- It had a strong and carefully planned beginning.
- It has had the steadfast support of the school administration.
- It has the largest number of minority students of all Metco programs.
- It has resulted in the hiring of minority staff.
- It has used community resources.
- It has come through crises still strong.
- Metco kids and their parents perceive that it offers them an excellent educational option.
- It has stimulated interracial friendships, particularly on the elementary level.

These strengths can be more fully understood in the face of ongoing problems:

- Metco students perceive they are treated as "Metco" kids in that standards are different from them; more is demanded of them from black teachers.
- The Black studies curriculum is not integrated into the regular curriculum.
- Metco students are not represented in the highest academic track.
- Metco students cling together and feel isolated in some schools.
- Some Metco students at the high school feel that they are not integrated into the system.

These complexities of the integration process form the basis for this case study of Newton's Metco program.

Newton gave early support (prior to the Metco program) to efforts by black parents to deal with the problems faced by their children in the Boston schools. In the 1960's, Newton parents and their children participated in Boston School Stayouts by attending day long Freedom schools in Roxbury. The Newton School Department offered to have students from Roxbury attend Newton schools. Several children did attend Newton schools.

In 1964, anticipating the passage of the Racial Imbalance Act (1965), the superintendent of Newton asked a black Newton resident who was active in citywide desegregation efforts aimed at bringing children from Boston into Newton schools. In 1966, the same superintendent, who had worked with suburban school representatives and citizen committees in defining the Metco program, drafted what came to be known as the Metco proposal involving Newton and six other suburban towns. The proposal, submitted to the U.S. Office of Education under Title III of the 1965 Elementary and secondary Education Act, and subsequently funded, covered the total costs of busing and tuition.

The Newton School Committee voted unanimously to participate in the Metco program and to accept 50 Metco students beginning in September 1966 - in grades 3 to 6, attending seven different elementary schools. The School Committee's decision reflected "tremendous broadbased support" by community groups, e.g., the P.T.A. Council, the Newton Fair Housing Committee, the League of Women Voters, The Roxbury-Newton Freedon School, the church leadership and many individuals. The establishment of Metco in Newton resulted from successful interaction between community leaders, the school administration, and the school committee.

The founder of Metco in Newton, who was also a director of METCO, Inc., organized and became chairman of the Newton Metco Committee, a group of approximately 20 people including volunteer social workers, PTA representatives, liaison parents, families and representatives of many civic organizations. The purpose of the committee was to provide information regarding the program to the community, and to assist the local school system and the Metco staff in implementing the new program. Under the chairman's direction, guidelines were developed for the program which focused on three concerns - recruitment of host families, teacher orientation, and building a base of continued support for the Metco program in the Newton community.

In order to relieve the anxiety of Metco parents, the first priority of this committee was to recruit host families to serve both as a point of contact in the community for the youngsters and as a place for them to have lunch three days a week. (There was no school lunch program in Newton schools at that time.) The school system sent letters to each parent in schools selected to have Metco children, informing them of the program and requesting those interested in particupating as host families to indicate this to the principal of their school. The Metco committee took great care in the selection of host families as is revealed in the following excerpt:

> Because Negro parents residing in Newton had special insight into the situation faced by Negro children in a predominantly white suburban community, we felt it important to utilize this knowledge in designing the program. With the support and cooperation of the superintendent of schools and the principals, we set up teams of social workers and Negro parents assigned to each school to assist in selection of host families and to establish and maintain contact with these families and the Roxbury parents.....The criteria included: family participation in desire for involvement, parent being home to serve lunch, desire for reciprocal relationship with Roxbury family, matching of children on basis of grade and sex. (Source)

By the opening day of school, Metco parents had been welcomed by: 1) The Metco office, 2) The Newton school system,3) The principal of their school, 4) A host family, 5) A Newton school liaison parent.

Another prime concern of the local Metco committee was teacher orientation "because we felt it important that teachers be aware of what black children experience in a white setting." Three orientation sessions were held before the opening of school for all teachers, principals and administrators involved in the program. "The support of the superintendent of schools in this regard was essential." One of the sessions was held at the home of the superintendent (who was also a host parent.)

The care and sensitivity with which black students from Boston were introduced to the predominantly white community of Newton and the Newton school system produced tangible results. The host family and lunch program provided "the opportunity for meaningful friendships to develop between Newton families and Roxbury families". A questionnaire sent to Newton host families after the first year of the program indicated that most families wished to continue as host families in the following year. In the black community, the "enthusiasm expressed and eagerness to attend school has been noted by many parents as an indication of a significant change in attitudes since transfer from the Boston schools."

The Newton superintendent felt a sense of "ownership" of the Metco program and gave the coordinator free rein. The coordinator and members of the Newton Metco Committee volunteered their services with students, teachers, and administrators and went out into the community to speak on behalf of the program. It was considered essential to establish a strong base of support for the Metco program because each year the School Committee had to vote on its continuation.

With the unqualified approval of the School Committee, the number of students participating in the Metco program doubled to 100 from 1966 to 1968. An evaluation of a sample of Metco students indicated the following academic gains over a six month period: "grades 3-8, 9 months in reading skills, 13 months in spelling and 9 months in vocabulary knowledge."

The first crisis for Metco in Newton occurred in 1968, when the program was no longer considered to be innovative and ceased to be eligible for federal funds. In anticipation of the demise of federal funds, the Metco Newton Committee urged the Newton School Committee to waive tuition for the Metco students using both moral and fiscal rationale. The Committee argues that: (1) by waiving tuition, Newton would be demonstrating its commitment to reducing racial isolation and: (2) 100 students could easily fit into existing Newton classrooms with little additional cost. The School Committee was not ready to commit Newton to this arrangement and at first refused to waive tuition, electing instead to reduce tuition charges from $800 to $400 for all Metco students.

In response to pressure from local organizations, host families, and state representatives, the local newspaper and the Board of Aldermen, the School Committee reconsidered its decision and waived tuition, charging only $20-$30 for out-of-pocket expenses. (Tuition continued to be waived from 1966 to 1975). The School Committee also voted to hire the Metco coordinator, who had been serving in that capacity voluntarily, as the administrator of the program and to request from the state an appropriation to meet this cost.

The coordinator, encouraged by the "broad-based support of the political, educational, civic, and religious groups in the city of Newton," set an agenda for Newton Metco. As she perceived the situation, the Newton community provided an opportunity to combat the "latent and overt racism that exists in the white community; its reflection in school curriculum,children and adult attitudes..." The Newton school system provided a "special structure in that it is geared for teacher development through inservice training." The coordinator got a commitment from the elementary school principals to do inservice training around racism and held many workshops with the help of volunteer speakers.

Based on her two-year experience with the Metco program, the coordinator's concern was to build a staff to serve as role models and work with Newton teachers and administrators and Metco parents and students. She used her $10,000 allotment by working half time and hiring a social worker and a tutorial aide to work one quarter time each. With no money, she continued to use volunteers and student interns who worked with Metco families to put them in touch with social services in Boston. (Gradually, the state picked up staff positions.)

The Newton Metco program expanded by 15-20 students each year, indicating the continued community commitment to the program. As an example, one parent in a Newton school without Metco students organized other parents in the school to pressure the school principal to introduce the program there.

As the program expanded, so did the need for more human relations staff. In 1973-74 there were eight minority staff working in Newton schools part-time under the interdistrict Transfer Program of the Emergency School Aid Act (ESAA.) In 1973, the Newton School Committee gave approval for the school department to prepare a proposal request for federal funds available through ESAA. The purpose of the proposal is indicated by its title: To Reduce the Negative Effects of Racial Isolation. The proposal spoke to three needs: More information about minority cultures, increased sensitivity of majority to minority experience, increased self-esteem of minority children. When the proposal was funded, the coordinator developed inservice training and held an eight day summer institute on race. She pushed for minority staffing by working with principals and with the central administration. Following the institute, the school system offered to hire a black person to work on improving race relations.

In 1974, under the direction of a new superintendent, the Newton Elementary Principals' Group passed without dissent the following resolution:

> Whereas, The Newton Elementary Principals' Group has affirmed race awareness as its top priority; and responding to the critical situation affecting the education of children residing in Boston, and having an existing mechanism, and believing that it would promote positive race awareness for Newton children, we do request the addition of 100 students as soon as possible.

The resolution went on to propose that with the availability of seats in elementary schools, the Newton School Committee reassess its policy excluding placement of Metco students in Grades 1 and 2 and include students from Grades I-VI. The resolution also recommended expansion of the Metco staff in order to service the needs of the additional students (a total of 302 in the elementary schools). In considering this proposal, the Newton School Committee asked the superintedent to seek reimbursement from the state for the Metco program. (Appropriations by the Massachusetts Legislature for the state's Metco program had risen from $100,000 in 1968 to $4,000,000 in 1974).

Newton became the first suburb to respond to a state plea for expanding the Metco program. There was a long waiting list of students and a shortage of suburban school districts willing to participate. The state (Bureau of Equal Educational Opportunity) following discussions and negotiations with the superintendent, agreed to pay the additional costs. Since 1975, the state has funded the entire cost of the program based on a formula developed by Newton which was used for all Metco towns.

The decision to expand the Metco program and seek fiscal support from the state coincided with a period of declining enrollment in the Newton school system. It was an opportune time to bring financial resources into Newton and to enlarge the Metco influence in the school system.

The election of a new School Committee in 1976, however, brought about a new crisis for Metco. The composition of the new committee reflected a variety of constituencies (not just the liberal members of the community). Some members were concerned with the increased costs of education (a taxpayer's suit had been brought against the former School Committee which required that the Metco budget in Newton - unlike the practice in other Metco communities, - be included in the entire school department budget) and wanted a return to the "basics" of education. In addition, the election of a conservative School Committee was thought by some to be partly a reaction to racial tension in Boston, as well as "a growing fear among some white parents of a mandatory busing program."

The new School Committee soon had to deal with policy issues on race programs. The first involved a voluntary student exchange program between Boston and Newton. The program called for 10 days of activities, including class visits to each others' schools and joint trips to museums, industrial plants, and other places of interest. The plan had the support of the teachers, parents, and the principal of the Newton school. The program was developed jointly by teachers and parents of Newton and Boston schools. The School Committee voted against the program despite appeals from parents of the Newton school, the superintendent and the mayor, citing a variety of reasons such as the impact it might have on those children not involved, and fear of metropolitanization. The School Committee also voted against a state-funded program which involved sending 22 Newton elementary students to join with minority students from Boston in a outdoor program at the Hale Reservation in Westwood.

In response to appeals by the mayor and the superintendent of schools that state funds would be cut off, the committee reversed itself.

The Metco program came up for consideration by this same School Committee as a result of a state shortfall of $81,000 in funding the Metco program in Newton. The School Committee refused to make up the shortfall. In addition, a dispute arose between the School Committee and the superintendent. "The superintendent wanted to cut the number of children" but the School Committee voted to make cuts across the board, including, in the words of the coordinator, "the support services that have been so important to Metco's success."

The arguments made at School Committee hearings didn't center on the merits of the program, but on its economics. In addition, the point was made several times by one school member that the presence of Metco students enabled some neighborhood schools to remain open. There were "heated" discussions about Metco at School Committee meetings and the School Committee's stands on the Metco program and other programs fostering integration were portrayed by the mayor as "tarnishing Newton's reputation for liberalism and innovation." To other Newton residents, the actions of the School Committee were perceived as "promoting racism in Newton."

The turmoil surrounding the proposed cutbacks in the Metco program affected the school climate as indicated in the following synopsis of student attitudes:

> Among white students--some were unaware of the Metco program; others were glad it was there. Among black students--some said that they felt hostility among staff in Newton; some felt alienation, and a need to preserve their identify; another did not feel this

> need and didn't mind being the only black in a white class; some noted tension between Newton blacks and Boston blacks (in Metco program); one spoke about the importance of motivation and difficulties with the program when some Metco students lacked motivation. There was agreement on the benefits of the educational opportunity provided by the Newton school system. (The Boston Globe, July 12, 1976.)

The perceived undermining of the Metco program, particularly in the form of cutbacks in staff, galvanized groups of parents, students, teachers, host families, and the Metco staff, under the leadership of the coordinator, to appeal to the school committee to cover the shortfall and to lobby the governor in efforts to get additional money. Despite the appeals of the superintendent, the mayor and other community groups, the School Committee voted 5 to 4 to go along with the cuts. In the wake of this decision, the coordinator resigned, saying that she could not "...effectively administer the program...Cutbacks in staff will cut down the learning...The cuts will not provide support to students, parents, and teachers that are necessary." (Denebola, Oct. 1976.) At stake were the positions of a guidance counselor, secretary and a curriculum coordinator in the Newton Metco program.

The coordinator, summing her ten year efforts with Newton Metco, gave her assessment of the program:

> Between 80 percent and 85 percent of the Metco students that have graduated in Newton have gone on to college. Tutors, social workers, and psychologists employed by the program have provided the necessary support services to make Metco not just a busing program, but an "educational program." They work with the parents and help the student with career choices, college choices, and the difficult problem of adjusting to attending school in a community that they don't live in.

The financial crisis was resolved when after a long summer of political pressure from several Metco towns, Governor Dukakis made up the deficit in Metco programs, using $150,000 of which $40,000 was earmarked for Newton, an amount considered sufficient to maintain the program for the 350 students.

The decisions of the school committee involving the Metco program and other policies pertaining to race and education were an issue in the next election campaign of the Newton School Committee, (along with the rising tax rate, declining enrollment, and questions about the nature of educational quality). A new, less conservative School Committee was elected in 1977, including the former coordinator elected as the first black representative.

The new School Committee pressed for a level funded budget and an affirmative action staffing plan. The plan produced these results:

> Over a two-year period there was a net gain in eleven (11) positions. As of 1980, minority staffing reached a level of 8.5% of the total professional staff. The increase to 8.5% from the 1979-1980 minority representation of 7.5% is slighty greater than a 13% gain in percentage in one year. It is significant to note that while the total professional staff has been reduced by 21% in a ten-year period from 1970 to 1980, minority representation has increased 105% from the 1970 base to 1980. (source)

Among Metco communities, Newton's commitment to affirmative action in staffing stands out.

In 1980, the School Committee had to deal with a race/education conflict involving the showing of a film--The Hunters--in the Newton Schools. The film, a portrayal of primitive African culture, was challenged for lack of sensitivity to the feelings of black students. The Newton staff defended its inclusion in the social studies

curriculum on First Amendment grounds. Members of the black staff and community in Newton persisted in their objections to showing the film. One school board member (the former Metco coordinator) voiced her objections on the grounds of some racial incidents and the present racial climate in Newton:

> "...Because it is being shown without a context and, as such, could reinforce stereotypes and innaccurate information...as long as our curriculum does not adequately reflect African culture and history...there is no place for The Hunters in the Newton Public Schools."

By virtue of a tie vote the School Committee failed to suspend use of the film.

The Newton school system and the Metco program have weathered this crisis. As of 1981, in its fifteenth year with the Metco plan, Newton accepts 415 Metco students (and would have more if state money were available) in grades 1-12. The program runs in all schools. On the elementary level, the numbers in a school range from 2 to 29; on the junior high school level, from 8 to 58; and on the high school level, from 7 at one high school to 43 at the other. The schools accept students with a "full range of academic ability." The administrator's philosophy is that no student who is accepted in Newton, should be returned in the event that difficulties arise. The administration has fought for this policy in its dealings with METCO, Inc. which is willing to replace unmotivated students with other students because of the long list of students waiting to get into the Metco program.

Development and organization of the Metco program is the responsibility of the Metco staff which includes a full-time Metco Coordinator; 2 full-time Counselors for 6 secondary schools and 228

secondary school children; 2 full-time Psychologists for 17 elementary schools and 187 elementary school children; 1 full-time Basic Skills Specialist; 1 full-time Social Worker; 1 full-time Secretary; and 8 Bus Monitors. According to the superintendent, "the Metco staff work closely with their colleagues in curriculum instruction and pupil personnel services, and are considered to be and function in every way as an integral part of the Newton school staff." The Metco co-ordinator attends the Elementary Principals' meetings as a member of the group. Metco staff attend their professional discipline meetings and receive joint supervision. Staff members are assigned to each school to work with local staff as well as students.

The Newton Metco program is ambitious and all-encompassing: orientation meetings for parents and children, transitional activities for 6th, 8th, and 9th graders, and their families, human relation activities via resource teams, parent involvement, leadership training for students, staff development activities and supportive services for children and their families. As part of the orientation of new parents and students, parents meet bus monitors, ride the full route by bus from Boston to their child's school in Newton and have the opportunity to discuss transportation issues. In addition, Metco staff meet individually with each incoming parent and child to answer questions and obtain information to aid student adjustment.

With the institution of a lunch program in the Newton schools, the host family program is not considered as important a priority by the Metco coordinator although host families continue to be active

mainly on the elementary level. On the junior and senior high school level, the host family program is perceived by the coordinator and parents as more difficult to maintain because friendships are individual and more parents work.

Metco also sponsors special student activities. One outstanding example is a recent play put on by Metco students, "You've Got the Light." The play was written and directed by a Newton guidance counselor, working with a grant from the Newton Arts and Humanities center.

Multicultural education is an ongoing activity. In addition to celebration of special events, there is considerable resource material on black history and the use of black studies available in the Metco office. Still infusion of black studies and multicultural perspectives into the general curriculum remains difficult to achieve.

In order to encourage parent participation in the education of their children in Newton schools, the Coordinator scheduled meetings with parents throughout the city, i.e., at the Harriet Tubman house. These meetings elicited from black parents their feelings about curriculum issues and tracking--the question of why their children were not in the top track and questioning what opportunities there were in Newton schools for gifted black children. In response to these concerns the Metco staff has a sub-committee on the gifted minority child which is developing a list of resources for referral purposes.

Staff development is a major program priority expressed by the Metco coordinator. During the 1979-1980 school year, Newton Public

Schools hired a Consultant in Race Relations who met with representatives of the staff and faculty first, and later with elementary school principals, secondary school principals and central staff. Out of these meetings came a recommendation for the development and training of resource teams to focus on activities and programs "that might help to effectively eliminate racism where is exists: ...and to help children and staff address problems, confront issues and attain solutions in the area of race relations." The recommendation also stipulated that the teams' composition was to be racially integrated and voluntary, and include administrative representation.

At the initiative of the Metco coordinator, five resource teams began to hold meetings in 1980-81. The way in which the team functions is illustrated in the following report of some of the proceedings of one meeting. At this team meeting, teachers and administrators were discussing "ways for children and adults to become more sensitive to ethnic needs at each school level and cluster"; and the benefit of reinstituting a ten-year old practice of having Newton faculty go into Boston to meet with Metco parents on their own home grounds. Some members of the resource team said the concerns expressed by black parents, have "prodded the rest of the staff" to work more closely with black guidance counselors in order to be attentive to the fact that "Blacks don't think with one mind" and have a range of interests and abilities. The discussion of the resource team also touched on the need for more black staff to represent blacks, using as the rationale that if there are only one or two Black families, they may

only be considered spokesman for their personal point of view. There was disagreement among members of the team on how to proceed with reducing racial isolation (i.e., whether to distribute Metco students in all schools or to concentrate more students in a few schools).

The resource teams, the citywide meetings for minority parents, the provision for Metco parents to ride the same bus taking their children to Newton, the production of an outstanding play--are the elements that prompted one outside observer to comment: "I am really impressed with the town of Newton, and what the school system is doing to promote race relations." Unfortunately, the energy and commitment required to keep the Metco program in focus has taken its toll of coordinators--two in the five years since the first coordinator resigned.

Despite incidents of racial tension, and ongoing problems, the Newton community--the Superintendent, the School Committee, principals and teachers, the Mayor, Board of Alderman, community groups and parents and students--continue to give strong support to the Metco program. Indeed, one School Committee member has termed Metco in Newton a "sacred cow."

WILLIAM MONROE TROTTER ELEMENTARY SCHOOL: THE MATH LAB

The Trotter School in Roxbury, one of the oldest magnet schools in Massachusetts, and the first large new school in Boston's history to be build in a predominantly black neighborhood, has developed a national reputation over the years as a model of successful integration, with a long waiting list of white children. For some of the white children who attend the Trotter, there is an hour bus ride to and from the school. When asked why she sent her child to the Trotter, one sending parent said: "It's not like a Boston school - there is such a good feeling there." Another parent said: "The school is well run - I like to see the way children work together - kids of all different races doing a lot of creative activities together." Both black and white parents agree that race relations are not a problem at the school, one parent saying about integration: "The Trotter has been at it for a long time."

The principal of the Trotter, who has headed the school since it opened in 1969, operates with the philosophy "that parents send their children here, first, because of the quality of education and, then, because of the integration climate." The Trotter's "magnet" is a open education program that is geared to meet individual student needs and to provide support services to meet these needs. The principal encourages "variety in teaching and learning styles," and tries to bring new ideas and new resources into the school. She commented that when there was Chapter 636 money for mini grants, many teachers applied for these. One black parent with a gifted child said she chose the Trotter over a private school because as a magnet school it "is always trying new things." In the view of one teacher, who has been at the school for over

ten years "the Trotter was the first school with a racially balanced student body and staff people who care what happens; they are always striving."

The school climate of the Trotter provides the context for describing an outstanding 636 program, The Math Lab, with these features:

- The Math Lab coordinator has implemented the program with sensitivity to the needs of integration and quality education.
- Interaction among students is encouraged through working together on math projects.
- The Math Lab teacher/coordinator provides in-service training and works closely with other teachers.
- Students develop a healthy attitude towards math.
- Students feel prestige in being part of the Math Lab.
- Math Lab students provide peer counseling and act as a resource to other children.
- All students are exposed to Math Lab activities.
- The Math Lab extends its resources into the home by means of parent workshops and parent school volunteers.
- Parents perceive that children are working well together.
- The Math Lab concept has been exported to another school.

The Math Lab, an enrichment program geared to average and above average students is designed to reach 40% of the student body. Regularly scheduled sessions of the Math Lab run from thirty to forty minutes and are held one to three times weekly, depending on the grade and project. The Math Lab is expected to provide math instruction above and beyond the basics offered in the regular curriculum, and students are pre- and post-tested. Math Lab activities include "problem-solving, applying math in everyday situations, estimating and approximating, computational skills, geometry, measurement,

reading, interpreting and constructing tables, charts, and graphs, using math to predict and computer literacy."

The Math Lab is one component of a larger Basic Skills program in which the Trotter school collaborates with Curry College. The program provides for a full-time Math Lab Teacher/Coordinator and a part-time Parent Coordinator who serves all basic skills projects. The present Math Lab coordinator with an extensive background in math education, has been involved in the program for five years, and has shaped the way in which the program has evolved. Her philisophy is that children come together and communicate through the common language of math. The Math Lab's use is designed to reflect the composition of the pupil population in the school, and interaction between students in the activities and projects forms the bases of integration. Activities which have a multicultural focus are "counting in other languages," "the place of numbers in other cultures," and "the study of famous mathematicians to promote awareness, career ideas and dispel stereotypes".

Teachers feel that the primary impact of the Math Lab is that "kids improve and have healthy attitudes toward math." They also gain prestige in participating in the Math Lab because they bring information, games, and projects back to their classes and serve as peer tutors to teach Metrics to primary classes. Parents say their children enjoy the Math Lab because "it's not just drilling but a fun way to learn."

The Math Lab has also had an impact on the whole school. In the past five years, the program has evolved from localized math instruction into a total school program. The coordinator trains student-teachers from Curry College who then teach in all classes.

She has designed a sequential math curruculum for every grade level in the elementary school. Two years ago, she was asked by the kindergarten teacher to service kindergarten children in the building, which she now does. She implements the program by asking every teacher, in advance, what areas to focus on in the Math Lab. She provides in-service training and supplemental materials for curriculum units. The coordinator feels she has established credibility with the staff. Teachers stress math competency.

The culmination of participation in the varying school activities generated from the program is the Annual Metrithon which features physical games and events using the metric system. Because of the success of the Metrithon, which was one of the only schoolwide activities, there is now a problem-solving event each month for the whole school.

Parent participation has been an important component of the Math Lab since its inception. The idea for the program was proposed five years ago "in response to needs expressed by parents, who wanted as many children involved as possible." The parent coordinator, it was expected would stimulate minority parents to participate in the program. For this reason, an emphasis has been placed on getting a minority coordinator, who is hired by a committee composed of parents, teachers, and the school principal. At one time there were two part-time coordinators, one of whom was minority. Last year, however, there was only one position due to a cut in funding, and the position was not filled by a minority person. The reason given by members of the hiring committee was that they were not able to find a qualified person who could afford to work part-time. The committee seeks to fill the position of parent coordinator with a minority person.

The parent coordinators have had individual styles and perceptions about their roles. Some coordinators have represented parents in dealing with teachers. A recent coordinator saw her role as one of working in schools and not criticizing, in the belief that advocacy is more the function of the Racial Ethnic Parent Council (REPC) parent coordinator. She considered her primary role as providing information to parents about programs, i.e., to send out the calendar, notify parents of changes in schedules, advertise Math Lab activities, and rewrite a parent handbook.

Parents participate in the program by assisting in the Math Lab and attending workshops. The Math Lab coordinator works with the math coordinator in arranging several workshops a year. This past year, both coordinators focused on minority participation - "trying to elicit more of an impact." As th Math Lab coordinator describes the effort, you "really have to go out" to get minority parent participation. In the 1980-81 school year, due to the aggressive efforts of the parent coordinator in advertising and communication with parents, there was a good turnout at the workshops. The biggest response was among pre-school parents "who are very interested in what to do for their kids." Recently, the Math Lab coordinator changed the material she used in the workshops to emphasize "problems involved with everyday living because some parents have "Math phobia." One parent who participated in a workshop says that she is teaching what she learned there to a younger child. In the view of this parent, who has been active at the Trotter for many years, minority parent-teacher relationships are maturing; minority parents now feel freer to communicate with teachers.

Under prodding from BEEO to disseminate the Math Lab model, the Math Lab coordinator volunteers one day a week at the Jackson-Mann school. She is now working with the staff there on a curriculum statement.

Recent budget cuts have forced the elimination of the music and art programs from the Trotter school but the Math Lab continues, thus reflecting the school's perception of the contribution of the program: "Teachers, students, parents, and aministrators now agree that MATHEMATICAL COMPETENCE IS VITAL TO EVERY INDIVIDUAL'S MEANINGFUL AND PRODUCTIVE LIFE." (Proposal)

THOMAS A. EDISON MIDDLE SCHOOL: CAREER EDUCATION

For the past five years, the Thomas A. Edison Middle School in Brighton has had a combination of strong principal leadership and creative, energetic teaching that has made the school "a place where you can learn." Edison School monitors from the Racial Ethnic Parent Council reported: "The interaction between students and teachers was good. There seems to be a high level of respect from students towards teachers and administrators. Students are well disciplined." (REPC a multi-racial parents council, April, 1981.)

The positive school climate is reflected in staff attitudes and activities. Teachers are aware of the "identity crisis" of the middle school, and are "always looking for ways to improve the curriculum." For example, members of the staff at Edison actively participated in the Middle School Task Force Study, a 636 project of the Boston central office undertaken to improve middle school instruction and to make the curriculum more relevant. Teachers say that there are always projects going on; that special events are important to the school. They want students to feel that the Edison is a place where things happen, where real life is brought into the school.

There is a strong collegial feeling among teachers, and between teachers and the principal in the Edison school. Many of the same staff have been together for years. About one in four staff members is a minority. Teachers say that they are used to integration and work well together. The principals and teachers work on establishing an orderly atmosphere in the school.

In this school climate, career education is an outstanding program which exemplifies the education process at the Edison School. The program features:

- promotion of a positive self-image among students through development of useful skills and "shadowing."
- infusion of career orientation into the curriculum.
- staff development through workshops and curriculum guides.
- non-stereotyping emphasis in resource materials and projects.
- collaboration with community institutions.
- dissemination into elementary schools and other districts.
- integration with other school programs.
- use of other funding sources in combination with 636 funds.

The program in Career Education is the brainchild of a former guidance counselor at the Edison. The program developed out of her realization as a guidance counselor that "it wasn't fair to students" to expect them to start thinking about career choices without any knowledge of the work world. The proposal for career education in the middle school emerged when the Edison was paired with Boston University as part of Boston's desegregation plan. The guidance counselor saw the pairing as an opportunity to bring new ideas into the school and attended a summer workshop on career education at Boston University in 1974. With the help and encouragement of the Mass. Department of Education's Division of Occupational Education, she wrote a proposal which was funded and set up a pilot program--the first of its kind in the city. The program went into effect in Spring 1975, and subsequently received additional funds from the Cultural Educational Collaborative and help from School Volunteers of Boston.

The goal of the original proposal was to supplement the regular education program by acquainting students with various career choices. The guidance counselor was the Career Education Coordinator. She began by setting up a Resource Center for teachers and students with multi-cultural materials that were also non-stereotyped by sex and race. With the support of the principal who gave her a room to use and freed her from her regular full-time duties, she combined career education materials with counseling students according to their abilities and interests in relation to possible occupations.

The ultimate goal of a Career Education program in her view is to facilitate the growth of a career conscious individual who is growing in four basic areas:

- Self-Awareness and interpersonal Relations
- Understanding of Lifestyle Options and Career Roles
- Decision-making and Planning Skills
- Specific Academic and Vocational Skills

From the beginning of the Career Education program there has been close coordination with the school's work-study program. The new career education approach called for individualized instruction in all the content areas. The immediate impact of the new approach was that attendance increased from 64%, with some students working "at a pace which often exceeds their grade level." According to one observer: "The program is doing ecactly what it was designed to do.....Students are motivated. Employers are satisfied." (Citizen Item, Sept. 1980.) Over the years, students have worked at St. Elizabeth Hospital, the YMCA, Northeastern University, Little City Hall, Mission Hill Recreation Center.

Under the coordinator's direction, the career education program also expanded to reach more children within school through teacher involvement and community outreach. She made contacts with cultural institutions in the community, brought in outside speakers, worked with teachers, wrote curriculum guides, and integrated career education with other school programs--all culminating in a Career Fair at the end of the year. The whole school was involved.

As Career Education Coordinator, she met regularly with teachers at the Edison in an effort to orient them to the benefits of using a career education orientation in the teaching of basic skills by all classes, including bilingual and special needs. In her view, this has been the greatest challenge. The process takes years because many teachers are not familiar with jobs outside of their own.

The relationship of the coordinator to the staff was crucial to the program's success. According to the principal, a large number of staff saw the need and cooperated." For example, the Career Education Coordinator worked closely with the Math Lab teacher on projects involving collaboration with the Telephone Company, i.e., "women in engineering," business use of the telephone, and telephone careers. She also developed, along with the Math Lab coordinator, a course in personal finance for eighth graders.

The coordinator worked with a black teacher who was involved in setting up an innovative law program for students and in creating a magazine of occupations which some blacks have pursued. Together, they worked with students in publishing a Career Journal to celebrate Black History month for:

> "Students and faculty of all races to familiarize them with our Black Community and their often unheralded contributions to greater Boston's past, present and future. All students have had the opportunity to meet, listen to and also question black men and women as they discussed their jobs and their aspirations." (Career Journal, 1980.)

Interviewing, an activity supported by an ESAA Mini-grant to the Coordinator, was one of the most popular activities engaged in by students involved with career education. She arranged for interview teams to be trained by a professional interviewer, after which they conducted interviews at the New England Aquarium, School Volunteers for Boston, and The Hebrew Rehabilitation Center. As in other projects, this was a collaborative staff effort, in this case, with the teacher who was involved with the middle school study project. The project culminated in a Journal put out in 1979, containing a collection of interviews by the eighth grade students. An evaluation of this project in career education concluded: "Students were particularly enthusiastic about interviewing in the nursing home, and the elderly who were observed visiting the Edison were genuinely moved by the attention of the young people." (TDR - 1980)

The coordinator pressed for an interdisciplinary teaching approach in order to use career education most effectively. The idea was to concentrate on a unit theme and a concluding product such as a report or a collage display. An outstanding project employing team teaching combined with the use of a community resource, is a course developed with the help of the Edison staff -- "Exploring Marine Careers," given at the New England Aquarium in the 1979-80 school year. Teachers of science, English, Math, and Art worked together and coordinated all of

their subjects around marine careers, culminating in a field trip by the entire grade to the Aquarium. This program, also planned with the Cultural Educational Collaborative, the Edison staff, and the New England Aquarium resulted in a complete revision of the Marine Science cluster.

In four years, 1976-1980, the career education program developed to the point where it was regarded by the school and the district as an integral part of a student's education.

> Comprehensive Career Education is a program in a community district school which seeks to improve on a school-wide basis the quality of education being offered; it is also an innovative program and strategy which shall develop the school's capacity to respond to individual students. (proposal)

The program achieved status as a model for the city and was visited by the U.S. Council of Great City Schools and by school superintendents from Buffalo, Dallas, NYC, Detroit, Washington and Philadelphia. The Boston School Department voiced its intention to implement similar programs in other school districts.

Despite the great satisfaction expressed with the career education program, it peaked in 1980. There was insufficient support for initiating the program in the district's elementary schools although the coordinator had written curriculum guides for the elementary grades and made contact with personnel in the elementary schools. In 1980, the district office, faced with shrinking financial resources, chose to fund the math lab program instead of the career exploration program with the understanding that the coordinator would be able to be released from her duties 4/5 of the time to continue her activities on behalf of the program at the Edison. In the fall of 1981, under the constraints of Proposition 2 1/2, the coordinator is now

back in the classroom teaching science. Without her leadershp, the future of the Career Education program is in doubt.

COPLEY-EMERSON
THEATER ARTS PROGRAM

In the summer of 1975, the Massachusetts Department of Education awarded Emerson College and Copley Square High School, a planning grant to devise a program on which they could collaborate, as part of the university-Boston public school pairings ordered by the U.S. District Court. The Copley-Emerson Theater Arts Program, which began operation in the fall of 1967, was the result of this planning.

Copley Square High School is part of the Boston's District IX, the magnet district, which was created in 1975 during the second year of Boston's desegregation process. Schools in this district have been allocated funds to develop magnet themes and programs in the hope that they will attract students who might otherwise leave the Boston Public School System. Copley Square High (then known as Dorchester High School Annex) opened in 1968, as part of the school system's Model Demonstration Sub-system, which included the William Monroe Trotter Elementary School and the Phyllis Wheatley Middle School. The Model Demonstration Sub-system was the predecessor of the Magnet District IX, and its schools have shared a reputation for innovative programming, gifted teachers, and a commitment to integrated education.

Emerson College is a four-year institution located in Boston, that specializes in communications and theater arts. Until 1975, its relationship with Copley Square High School consisted of assigning practice teachers from Emerson to teaching at Copley. Some Copley students also attended special events at Emerson.

The Theater Arts Program is designed to promote basic skills by integrating theater and communication techniques into the regular curriculum. In the words of the Emerson Coordinator, "It is a creative way to get at basic skills development and to improve reading and writing." The program's impact is felt by all of the school's 529 students through its curriculum. This broad impact is perceived as one of the program's major successes.

Other successful program elements include:

- Strong principal support
- Documented gains in reading scores associated with program participation
- A great amount of communication between school and university coordinators
- Parent involvement at the decision-making level
- A high degree of teacher cooperation
- Dedicated leadership by the program coordinators
- Increases in student self-confidence
- A programmatic philosophy that addresses "practical skills" while promoting cooperation and sharing across racial ethnic lines
- A selectively small and closely knit student population

In the initial stages of program development both Copley Square and Emerson appointed coordinators. Copley Square selected the Chairperson of the English Department, while Emerson chose a member of the Social Psychology Department. A curriculum was developed for implementation, courses were developed to utilize the curriculum, and a Parent Liaison Committee was organized to assist in the planning and implementation of the program.

From 1976 to 1978 the program staff included a reading specialist. Currently the staff consists of four teacher-directors, one coordinator from the high school and one coordinator from Emerson. In addition, over the five years of the program's existence, 40 Emerson faculty members have worked with the program. Included in this number are a core of 15 to 20 people who work with the high school on a consistent basis.

Students take courses in theater, speech, journalism, radio, television and advertising. Theatrical productions are presented several times a year by students in beginning and advanced theater classes. Students who exhibit a high degree of interest and talent, are given opportunities to direct productions and work as stage managers. The theater courses are electives, therefore students participating in productions are self-selected by their interest rather than ethnic backgrounds. These productions, however, do provide an opportunity for students of varied ethnic backgrounds to work together. Students interviewed indicated that real friendships develop across ethnic and racial lines.

The greatest impact that the Theater Arts Program has had on Copley High School has been the curriculum. A writing curriculum has been developed for freshmen and sophomores and the language arts curriculum has been totally revamped. In addition, there has been high involvement by the Social Studies, Art and History teachers.

The Theater Arts curriculum has been substantially incorporated into the total school curriculum, and it is generally felt by teachers, Emerson staff, and parents that if the program ended the curriculum changes would remain intact.

Documented gains have been made in reading scores, and every teacher now teaches reading in the content areas.

Students assess the program's impact by describing a greater degree of self-confidence and a greater "understanding of people of other races":

> "When we are working on a production we don't think about race."
>
> "Before I came here, I wouldn't have been so comfortable around white people," said one black female student.

High on any list of elements that contribute to the success of this program are the "tremendous lines of communication between the school and university coordinators." A high level of parent involvement, structured into the program, is another positive element. The Parent Liaison Committee reviews the program budget, plans parent workshops and reviews proposals. A member of this committee meets monthly with the principal of the high school and both the Copley and Emerson coordinators, as part of a management team, to review and plan program events.

In addition, the strong support of the principal, as well as a high degree of teacher cooperation were consistently cited as other elements that contribute to the program's success.

Teacher cooperation is possibly motivated by the teacher's perception that a program is a positive force in the school:

> "In the beginning of class, students don't want to do presentations. The program has been helpful to me because students are willing to do oral presentations and are better at discussing things. It shows up in their written work also," says a social studies teacher. The guidance counselor sees the program's effect in the way it "starts kids to open up to me."

The program staff does not view the theater arts program solely as training for future careers in the theater. Its goal is to increase the communications competencies of its students. Its suceess in reducing racial isolation is in a sense, an important by-product of the program.

Copley Square High School's relatively small student population provides a closely-knit, supportive atmosphere which allows for facile implementation of the program. This element, along with dedicated and efficient leadership by the program coordinators provide the Theater Arts program with a framework for success.

DISTRICT II/WHEELOCK COLLEGE PROJECT IN THE LANGUAGE ARTS

Community School District II in Boston, encompassing Forest Hills Jamaica Plain, and parts of Back Bay and Roxbury is undergoing a dramatic population shift, with many white families leaving the public schools to a rapidly growing Hispanic population. In trying to meet the needs of a changing student population, the district is working in a successful collaboration with Wheelock College to bring outside resources to students and teachers that are not normally provided by the school system. The District II Elementary School/Wheelock College Project in the Language Arts is a staff development program which is outstanding and has these features:

- It is child-centered.
- It uses experienced professional consultants.
- It uses innovative language arts techniques.
- It provides direct services to children.
- It infuses resources into the regular curriculum.
- It promotes school and district-wide communication among teachers.

The Wheelock College language arts program was initiated in the spring of 1976 at the request of members of the District II office staff. The district had 636 funds available, wanted a district-wide language arts program and knew of the reputation of the Wheelock program in the Curley school. The Wheelock program got under way in District II elementary schools in March 1977, expanding in 1979 to the middle school. The elementary school program, developed in conjunction with the district staff, curriculum coordinator and bilingual coordinator, involves approximately 35-40 teachers in ten of the 12 elementary school. In order to make the program available to as many schools as possible, the program runs in two

five-month cycles.

The language arts project has as its objectives:

1. To provide a variety of language arts experiences in the classroom with particular focus on writing, oral communication, and reading communication.

2. To increase participatory teachers' awareness of individual needs of children including children with special needs and children who are linguistic minorities.

3. To increase abilities to plan, develop, and implement diverse teaching strategies including individualization and small group work.

4. To facilitate curricular and instructional communication and cooperation among staff members.

5. To facilitate integration of bilingual and monolingual classrooms in appropriate schools. (Proposal)

The language arts project, now in its fourth year, is the creation of a member of the faculty of Wheelock College, who spend 3/4 of her time on it, and provides its overall direction. The project reflects her view that the education process should be individualized, child-centered, and creative. With this perspective, the classroom teacher has a key role to play and the project is "totally focused on improving and developing teaching/learning strengths." As the director sees it, the project seeks to address the "isolation of classroom teachers, who have no one in the profession to work with and to whom they can turn."

The approach to developing improved teacher competency is through 'hands on' help in a one-to-one relationship rather than workshops. The project provides for specialists, hired by the director, to work with teachers in the classroom from forty-five minutes to a half a day per week. There are a minimum of 16 on-site, in-class visits over a five-month period. The project specialist acts both as a resource for materials and techniques and as a model.

She supplements the classroom teacher's activities in a variety of ways: By demonstrating the use of audio-visual equipment, by augmenting the curriculum with materials from the Wheelock College Resource Center, by individualizing language arts instruction through the use of games to build reading and vocabulary skills, by initiating writing projects such as autobiographies and book reports, and taking over the class so that the teacher can spend time with an individual student or group of students. The aim is to integrate resources and services into the regular curriculum. New ideas and strategies are infused directly into the on-going curriculum of the participating teacher. For example, one teacher developed a writing interest center for book-making, another now uses drama and puppetry for oral communication, and a third has expanded her use of language experience charts.

Project specialists function not only to provide direct services to classroom teachers but to bring teachers in a school together to share support systems and ideas. The goal is to develop an "advisory system" for teachers in each school which functions on a regular basis.

The project specialist works within the administrative structures in each school. She cooperates with the school principal but does not depend on his/her formal support. Teacher interest is the sole criteria for participation in the project. A close working relationship develops between classroom teachers and project specialists. For example, many participating teachers give of their time at lunch, recess, before and after school and evenings on the phone.

The strength of the program depends on what the project specialist in each school can or cannot do. At the beginning of the year, she presents the program informally, at a "coffee", and asks for volunteers. The project may begin with one or two teachers, and usually speads through word of mouth and grows through the ripple effect. According to the director, wherever the program has been most successful, it has moved beyond the limits of a particular grade level and has been used as a service by the whole school. Ultimately, in the director's view, the support of the principal becomes important in order for teachers to have more planning time and for administrators to participate in training.

One project specialist who works in four schools said that she had a different relationship with teachers in all four schools. She stressed the individualized nature of her services, which grows out of the particular needs and interests of a group of children and their teacher. Her major concern, as she sees it, is with supporting teachers who want to help children. For example, in one school's third grade class (14 black, 5 white, and 10 other), the project specialist who is white collaborated with a minority teacher by bringing in resources to enrich a social studies units. The minority teacher described the nature and process of the collaboration. The specialist came into the room and asked what she could do to help; what type of units and programs the teacher had been considering. Subsequently, the specialist helped the teacher with a project focusing on community resources, in this case, Jamaica Plain and Roxbury. As part of the study unit, the class had taken nine different trips and the specialist had accompanied the class on the trips helping to prepare them by using film strips and cassettes.

The teacher said the program helps children to learn through the classroom and field trips how the outside world operates. She commented: "This is the first school I have been in that offered this service." The teacher also likes the Wheelock program because it makes available knowledge and resources from other schools, i.e., sharing materials with the Ellis school. When asked whether there are project activities that deal with the diverse ethnic groups in the class, reference was made to multicultural materials. She added that there is little racial tension since the children mainly come from the same neighborhood.

The language arts program is not geared to addressing integration problems directly. Integration is expected to occur as an outgrowth of a classroom climate which promotes respect for individual and cultural differences. For example, a preferred teaching strategy of the program - the small group approach to problem-solving and learning "has been shown to be one of the most effective ways, if not the most effective way to promote understanding and positive relationships between children." (Proposal). An example of the group process was evident in a group interview with a racially mixed group of children who discussed one of their trips. They seemed completely at ease with the project specialist and with each other. Their comfortable relationship with the project specialist was indicated through an exchange in which she said that it had been raining on one trip but the children didn't mind and sang "Singin' in the Rain". The children said that they did mind the rain and that they sang "because you made us." Everybody laughed.

While gaining recognition for the integrity of this program and its popularity among the District II school staff, the director has been under pressure from BEEO and the District II Review Panel to increase minority input in some schools to reflect the growing Hispanic population in these schools. Two aspects of the program which need shoring up are parent involvement and a multicultural emphasis. The present project staff is not representative of students in District II, which serves a large Hispanic population. BEEO has pointed out: "Consequently, students and school staff are not being presented with a relevant variety of professional role models, and perhaps an ethnically and racially varied Wheelock staff would be more effective in making minority parents comfortable at school activities." (Correspondence, November 20, 1980.)

In response to these concerns, the project has become more sensitive to interracial needs. For example, in curriculum and materials development, particular attention is paid to the use of multi-cultural and non-sexist materials and multi-cultural units of study; project specialists work to a greater extent with bilingual coordinators. And, in an attempt to increase parents involvement, project specialists now attend Racial Ethnic Parent Council (REPC) meetings. BEEO has also suggested that parent participation might be increased by bringing in adults with a variety of racial and ethnic background into the project in some capacity, i.e., performing artists." (November 13, 1980 correspondence)

This interaction between BEEO, the District II Review Panel, and the Wheelock College director, provides the backdrop for what is considered a successful pairing. District II office staff report the program is praised by teachers, administrators, and parent representatives, and that there is a growing demand for it.

PROJECT READ

Project READ, in District 1, is one example of effective district-wide teamwork within the Boston Public School system. It is designed to address the reading needs of students in this district, who live in the Brighton, Allston and the Mission Hill section of Roxbury. The program includes a combination of teaching strategies intended to increase the reading level of all students in the district, but which are primarily focused on those students whose reading skills are below grade level.

Project READ contains a variety of programmatic elements that make it important in the field of education in the Commonwealth:

- It is an example of elementary, middle and high school teachers planning together, through a District-wide Reading Council.
- It has outstanding leadership in its coordinator.
- It has strong parent support.
- It has District office support.
- It has documented its success (at the high school level, there have been twenty months of improvement for every ten months of instruction in the program).

However, the 1981-82 school year promises problems for the project. Budgetary cuts by the school department mean the project coordinator and the reading teachers on the elementary level will be leaving the project. The coordinator and most of the reading teachers will return to regular classroom teaching.

In addition, without the coordinator and a large segment of its members, the District-wide Reading Council faces possible dismantling and district-wide planning for reading will become difficult, if not impossible.

In 1975, the U.S. District Court paired Boston University with schools in District I. This was one of many such pairings designed to increase the educational options of Boston Public School students.

In the summer of 1975, parents, teachers and Boston University staff participated in two weeks of intensive planning to determine district needs and priorities. At the time of this planning, a large percentage of Brighton High School (the district high school) students were reading below grade level: more than half the students at one middle school in the district were reading five to six levels below their grade. The student population was changing in ethnic composition and there was no consistent approach to teaching reading in the elementary or middle grades.

Those participating in the planning decided to address the reading needs of the district and chose a second grade teacher to become project coordinator for a reading program.

The coordinator who was charged with the responsibility of writing a proposal to the state for funding had no previous experience in writing proposals. However, with assistance from Boston University personnel, the proposal was written and subsequently funded.

The initial funding for the project came from two sources--the Commonwealth of Massachusetts provided 636 funds, while the federal government provided teacher-training funds to Boston University, under a "Right to Read" grant.

Teachers who were interested in participating in the project were trained to teach reading and were paid stipends from the federal funds. Parents were also trained in reading at weekly sessions during the 1975-76 school year. These sessions were conducted by the project coordinator.

636 funds provided the resources necessary for the development of a reading program at the high school, and it was decided that a particular reading laboratory was appropriate for the needs of students at the high school. There was some resistance, at the school level, (school committee approval is required for major programmatic and financial investments) to the purchase of the reading laboratory for the high school, but parental, administrative, and district office support overcame the resistance and the laboratory was installed.

At the middle school level, the project personnel developed a time frame for reading and a system for placing students according to their reading needs.

At the elementary level, project personnel recommended a uniform time period for reading in each school, cross-grade grouping, and uniform reading instructional materials.

Project activities currently include: reading laboratories; reading enrichment programs; remedial programs; a sequential reading program in which reading instruction is planned so that students are taught in sequential steps; in-service training for teachers; the development of a district-wide reading plan my members of the district-wide reading council who meet monthly to share information, develop policy around teaching reading, schedule reading activities, and generally plan district-wide.

District I is an amalgam of ethnic cultures. It encompasses a geographical area whose population includes Puerto Ricans and immigrants from thirty-one countries, including recent immigrants from southeast Asia and Eastern Europe. This multi-culturalism provides Project READ with a large pool of ethnic diversity upon which to draw.

The reading teacher at the Taft Middle School drew from this pool and coordinated a multi-cultural fair. Teachers at the school came in an hour earlier on each of the four days in which the fair was held. Parents made food, students worked on arts and crafts and speakers from various countries were featured.

A significant proportion of bilingual students use the reading programs in the district schools, and there is close coordination between the reading, bilingual and Title I teachers.

Students are not grouped according to racial or ethnic origin, but rather by instructional need. As one teacher said, "kids assist each other which supports cross-ethnic interaction."

Parents of students at the elementary level are given feedback on student's progress, every two months or so, and all those interviewed were supportive of the program. One parent, however, would "like to see multi-culturalism interwoven into the daily curriculum."

Students at the high school, which has its share of discipline and attendance problems, attend the reading laboratory regularly and "discipline is not a problem, because of less frustration," says a reading teacher.

Project READ has shown demonstrable gains. Its effectiveness cannot be evenly measured because of the variety of teaching strategies and the unevenness of their implementation. It has no current ongoing effort to increase parent involvement, but in the words of the coordinator, "Progress has been slow and steady. It was nowhere in the beginning, it is somewhere now, and it has miles to go."

NEIGHBORHOOD ARTS CENTER: PROJECT FOUR WORLDS

Project Four Worlds, a program of the Neighborhood Arts Center, is designed to provide a "social studies curriculum, art exploration and an integration exercise" for urban and suburban children. The 636 project pairs classes from two schools, one Boston and one suburban. Students are bused to the Art Center for two 2-hour sessions per week for ten weeks, and spend an additional two sessions hosting one another in their respective schools. The two groups of students work with four media - wood, cloth, clay and printmaking - in workshops taught by a multicultural staff.

Project Four Worlds is an outstanding program with these characteristics:

- An entire class, including a teacher and a school parent, participate in a multicultural educational experience.
- Interaction among staff persons exemplifies the integration process.
- The sessions are carefully planned and structured to maximize the integration experience.
- There is ongoing evaluation of the presentations.
- Children experience the four different ethnic groups directly through interacting with the staff.
- Children see professional artists at work.
- The children produce high quality arts and crafts.

Project Four Worlds arose out of a graduate student's thesis on revamping the art curriculum to focus on integration, and was first developed in 1979 for non-school community groups. The project began with independent funding as a private integration program of the Center.

It was then adapted for use by school classrooms and was first tried out in 1980 with the support of 636 funds. In addition to the four artist/teachers, the project provides funding for two classroom teachers, two parent escorts and a part-time program coordinator. Both classroom teachers and parent escorts are recruited by the principals of the sending schols.

The key to the success of the program is the art center staff - the director, and the two men and two women who represent the four cultures the children learn about (Afro-American, Hispanic-American, Asian-American, and North America White.) All are committed to integrated education. The present executive director, who is new to her position, started as a teacher in the project two and a half years ago, and was a project director in the after-school program. She helped to implement the Project Four Worlds concept and now actively looks for opportunities to publicize the success of the project. As executive director, she makes contacts and the arrangements with the participating schools for future programs, and supervises the day-to-day operations of the ongoing program. A vital responsibility is to hold weekly meetings where all problems are discussed with entire staff.

In the view of the four artist/teachers who have been with the project for several years , the project tries to give children of different ethnic backgrounds an opportunity to interact in a positive setting. Four elements of the process are described. First, they recognize principles of child development. They "respect children and let each child work at his own pace. No child is left out". Second, in order to develop cultural awareness, there is an academic component to the program. The social history and traditions of an ethnic group are presented along with its artistic contributions. The staff also collaborates with classroom teachers to integrate the

program material into the regular curriculum. The project coordinator is in continual contact with classroom teachers, calling them after each session to get feedback. Third, members of the staff see themselves as models for the students - they want children to see them as "as professionals living their arts, teaching to take pride in their professions." The staff say they work well together. They interact and help each other, they do research, so the project doesn't repeat itself. They exchange information. As one member says: "We are learning too". They look for better ways to give children information. For example, they have had to work on changing their format (lecture first, then activities) because children want to go right to work. Fourth, the staff makes a conscious effort to dissociate sex and ethnic sterotypes from arts and crafts projects. For example, both girls and boys are equally involved in serving food, as well as in arts and crafts. The staff members talk about their own ethnic backgrounds and often refer to their physical characteristics in a joking manner during their presentations pointing out supposed attributes of their ethnic group. Staff members say that they see changes in the children at the program progresses. "Children begin to save seats in the bus for children from the other school." When asked about racial problems. the staff sav that most problems in the group are not racial but individual. When there seems to be a racial incident. the children involved are removed from the group and helped to deal with problem, i.e.. a spill on a dress is just that and no more.

The first project session starts with a group of children from the suburban school going on a bus to pick up a group of children from an urban school. The suburban students go into the school to get the class. The students from both schools are accompanied on the bus by teachers and parents

when the children arrive at the center, games are introduced as an icebreaker to familiarize children with each other. At the beginning sessions, the staff make cultural presentations of the "four worlds" and talk about the origin of the arts and crafts products in a large group discussion format. The staff use slides and artifacts of their own cultures, family and background.

All the children are exposed to all four media and assigned to culturally mixed groups. The seating arrangements and placement of tables are planned to facilitate interaction. Activities are presented so that tools and various supplies must be shared. The artists/educators lead the activities assisted by a parent and a classroom teacher from each school. The session usually ends with a sample of food from different cultures. During bus rides back to their schools, children work on journals describing their activities and their reactions - what they learned, what they liked, and what they didn't like.

In the first half of the project, "kids are exposed to all four media - then, kids have three choices - we try to give them either their first or second choice" of an activity which will culminate in a product. Examples of final products are: hinged wooden boxes; shelves; plaques; batik wall hangings; three-color linoleum prints; individual and cooperative clay projects. Parents are encouraged to visit the program and come to the final presentation where projects are displayed.

The two schools involved in Project Four Worlds in 1981 were the Farragut a school in District 1 and the Simon Willard School in Concord. Two fifth grade classes participated. According to the previous executive director, Concord was chosen after consultation with a member of BEEO. The consultation concerned the benefits of introducing a multicultural program to Concord

which has a Metco Program. The BEEO view was that although Concord had a Metco program, none of its projects specifically focused on integration.

Before the program got underway, there were several planning meetings held with principals and teachers of both schools, the executive director and a representative of District 1. The Farragut class recommended for the project was a Talented and Gifted fifth grade which was 65% minority. The class selected at the Willard school was primarly white with some Metco students. As part of the school selection process, the entire Project Four Worlds staff went to PTA meetings to present the program to the schools. In addition three workshops were held with teachers, parents, and principals. Parent participation was "the stickiest problem," according to the present executive director. The Farragut was unable to recruit a minority parent because, according to the principal at the Farragut, the pay was too small to attract anyone. Parent participation continues to be a high priority of the executive director.

Parents, teachers and administrators of the two paired schools agree on the merits of Project Four Worlds for their students. The fifth grade teacher at the Farragut school raved about the program saying the best thing was the interaction among the students; she was also impressed with the products. She felt that the program was well designed and carried out. The fifth grade teacher at the Willard school in Concord said that working together with minority groups was "not brand new - we're involved in Metco." He noted that over the course of the program, children's attitudes changed from "anticipation and anxiety to acceptance and looking forward to the program."

The parent escort from Concord said she believes that she was recruited by the principal, in part, because she was comfortable with integration. In addition to riding the bus and acting as a chaperone, she reported her observations about the program to the staff. As an example, she felt that

some of the lectures were "too long and above the heads of fifth-grade students." The project staff was responsive and tried to shorten the lectures. She felt that "on the whole it was an excellent program." Her "kid enjoyed it a lot." She was very impressed by the "high quality of the art work and crafts and the high calibre of artist/teachers - who are masters in their field and very good with kids." She felt that it was good for the Concord student to get to know many cultures. She also commented that integration attempts were more successful when children were working together on projects than when they were using games which "were a little artificial".

Some of the children's reactions to the program are indicated by comments in their journals: "I can't wait to go," "It was fun today." "The people at Project Four Worlds are very kind, they don't yell at you or be mad at you. I really liked the place; it was very exciting."

CASA DEL SOL: LA BUENA HERENCIA
(The Good Heritage)

Casa Del Sol is a community-based organization in the South End of Boston that offers courses in English and business for Hispanic adults to help them obtain a high school equivalency certificate and to prepare for work careers. (It is in the process of being accredited as a junior college.) Casa Del Sol is also involved in cultural arts through one of its programs, La Buena Herencia, which provides an integration/cultural art experience for high school students from different neighborhoods in Boston.

La Buena Herencia is an outstanding program with these features:

- It originates from and is based in a community.
- It provides an "opportunity for cross-race cooperation with some intensity."
- It has shown strength despite institutional barriers.
- It has achieved success with problem students.
- If offers students an alternative to the school routine.
- Its staff is involved with planning and evaluation.
- Its staff has high expectations of reaching all children.
- Its staff has "excellent rapport with children."

La Buena Herencia grew out of the integration mission of Casa Del Sol and the availability of 636 funds. The idea for the project came from a former art coordinator at Casa Del Sol who wrote a proposal when desegregation money became available in 1976. The central concept of the proposal was "to bring together students of different cultural backgrounds to learn from one another about each other's lives through

art--"art lends itself to this." Specifically, the proposal involved bringing together students from East Boston High School, which is racially isolated, and students from a racially mixed high school in Roxbury.

La Buena Herencia has had a twin focus from the start. One focus of the program celebrates students' cultural heritages--European, African, Latin American, and Caribbean--through the study of handicrafts, clothes, festivals, music, and literature. The program offers studio instruction in photography, textiles, weaving and ceramics. In addition to studio workshops, a "good deal of cultural awareness is built into the program through cultural fairs at each school, performances with cultural themes, and travel in both neighborhhods."

The other program focus is on integration, and the program actively seeks to counter ethnic and racial stereotypes. The small teaching staff of six is racially integrated and meets often in order to "develop a philosophy of teaching for the program based on interracial teaching experiences they have had during the past two years." The staff also spends time orienting the parent aides to the assumptions and goals set forth by the staff.

For the last four years, two schools have been paired in the Casa Del Sol project--East Boston High, which is predominalty white and Madison Park High School, which is racially balanced. The program runs for a sixteen week semester during what would be the last two periods in the school day. Until recently, up to 80 students, 40 from each school, came to Casa Del Sol for studio instruction. The program now divides its sessions between social centers in both the South End and East Boston.

Students are introduced to the program with a two-day orientation to promote multicultural awareness, getting in touch with stereotypes. For example, in one such session, a parent aide told students she was from East Boston and asked them to say what they thought East Boston was like. There were many responses about East Boston; one student described it as a place where there was caviar and little crime. The parent then told the group her perception of what living in East Boston was "really like."

This program has had to struggle to get established and maintain itself. For example, there have been three different program schedules. Originally, classes met for five days a week for the last two periods. Then, in 1980, the program was cut to four days a week. During 1981, funds were cut so that classes met only two times a week. As a result of this curtailment, student enrollment dropped. According to school administrators, students preferred five days a week and administrators found this easier to schedule. The five or four day a week could be considered as a full-course elective, and other classes could be worked around this option for each student.

Two schools were involved in 1981 in La Buena Herencia--Madison Part High in Roxbury and East Boston High School. Their experiences with the program illustrate its strengths in the face of institutional barriers. East Boston High School has been involved since the beginning of the program four years ago. However, the staff at Casa Del Sol feel that East Boston is reluctant to participate. "East Boston needs desegregation programs but don't want us." The program operates with the principal's approval but the CDS staff is not allowed to recruit

students. (They have a display table to publicize the project.) Students are selected by the administration. The headmaster does not allow 9th graders to participate, and the only course that can be replaced by CDS is gym. CDS feels it has "a hard time there because of attitudes about the South End."

The Program liaison at East Boston is the Flexible Campus Coordinator. This is his first year as coordinator and he is very impressed with the program. He reports that East Boston enrollment in the program was low in 1981 because the program ran only two days a week and scheduling problems prohibited a larger pool of applicants. Twenty or so participated when there was room for thirty. Only students who had unassigned periods at the end of the day could participate. It is the view of the present Flexible Campus Coordinator (and that of the former coordinator) that the program results in "East Boston kids being exposed to situations outside the insular East Boston community by going to the South End." Exploration of communities is part of the CDS program, especially in the photography section. The coordinator remarked that some students had never seen the Prudential Center and that students get a sense of accomplishment from traveling within the city and dealing with students of other races. In his judgment, one of the best things about the program was the rapport that developed between students from neighborhoods which had been unreceptive to each other. In addition, a special success of the program in 1981 was the integration of several special education students from East Boston High due to the expertise of the CDS staff in dealing with all kinds of learning situations.

CDS also ran a cultural fair for the entire school community. Student work from this program was on display at the library and in the gym during this special day and artists were brought in from the Boston Community to display their work and talk to students.

At the time of the initial pairing, Madison Park High School, located in the South End at the time, was old and lacked adequate arts facilities. Some members of the Madison Park administrative staff had contacts within the South End community and looked to Casa Del Sol to provide an alternative arts program when Chapter 636 monies became available. At the beginning, there was resistance by some art teachers on the Madison High staff who felt "their turf was being unfringed upon--but the Madison Park administrattion prevailed upon them to let the program go through."

As is the case with East Boston High, the liaison with Madison High is the Flexible Campus Coordinator. She has been connected with the program for several years and works with the CDS project in an administrative capacity. She recruits students for the program and deals with grades at the end of the semester. She also helps with transportation arrangements and other details. Otherwise, the CDS staff runs the program--curricula, behavioral expectations, etc. She is very satisfied that the CDS staff is competent in these areas, and says that there is an excellent working relationship between the staff of the Cultural Educational Collaborative and the school staff. Originally, the program was only offered to 9th grade students at Madison Park because their elective options were small when compared with those of the upperclassmen.

More recently, recruitment has also been carried out in Madison Park art classes. This latter strategy has resulted in a greater number of boys being willing to take textile, ceramics, and weaving classes, relatively untraditional for boys. Until the 1981 spring semester, the program was fully enrolled, and before 1980, it had more applicants than it could handle from this school.

The program has always been popular with Madison Park students; the students often want to stay at CDS longer than the allotted studio time, and the teaching staff has been willing to accommodate them. Attendance was always a problem because of the high absentee rate in the regular school program. But CDS was more popular than regular school, and students would show up at the studio on days they did not attend school classes.

The Madison Park coordinator considers the CDS staff very "competent in dealing with students"--in developing rapport with them--in setting limits and expectations. Teachers are trained in interpersonal skills--and work on how to make communication happen--"The CDS staff is dedicated to opening channels of communication with students."

The Madison Park coordinator, like her counterpart at East Boston High, feels that one of the best things about the program is "students getting off campus and into foreign neighborhoods and schools--seeing that others are much like themselves." Although there has been strong administrative support for the program, she believes that there has been little impact on the Madison Park curriculum from the program.

Despite the enthusiastic endorsement of administrators, students, and parents, La Buena Herencia struggles to survive. The program is

presently bogged down by transportation difficulties. For three years students were bused to Casa Del Sol for their studio instruction and bused back to their schools when the program was over. In 1981, transportation funds were eliminated at the same time a studio was set up in conjunction with the East Boston Social Center. For the first time, students were required to take public transportation home. Fears for safety--walking to T stations in unfamiliar neighborhoods--have discouraged parents from giving permission for their children to participate in the program.

Students, parents, and school personnel who work with the Casa Del Sol program rate it very highly, and express the wish that transportation be provided and that the program run for a minimum of four days a week. In a time of budget cuts, however, combined with an absence of a mechanism for institutionalizing the program, the future of the La Buena Herencia is in doubt.

METROPATHWAYS

Metropathways, a magnet education program, that brings together urban and suburban high school students, to reduce racial isolation, is a component of the Education Collaborative for Greater Boston, Inc. (EDCO).

EDCO, the largest regional education service agency in the Commonwealth, was organized in 1969 by seven school systems in the Greater Boston area. It assists education organizations to improve the quality of education, to reduce racial isolation and to serve unserved or underserved populations.

Metropathways is one of EDCO's four Metropolitan Programs. In the 1980-81 school year it serviced 473 students from 26 urban and suburban high schools. In addition to reducing racial isolation, its courses aim to help students learn to achieve goals together and to respect the differences among people.

Its major strengths as a program are:

- A staff committed to reducing racial isolation.
- A high degree of parent involvement on several levels.
- Committed organizational resources to maintain the high degree of parent involvement (i.e., a Parent Coordinator).
- Recruitment personnel committee to maintain racial balance in the program.
- A perception by enrolled students that the program expands their horizons.

It has an ongoing problem of maintaining permanent space in the program for students who travel by public transportation. Metropathways began in 1975 as one of three programs developed and administered

by the Metropolitan Planning Project, a federally funded program of the Brookline Public Schools.

Between 1975 and 1978, the Metropolitan Planning Project's monetary resources began to shrink and it became increasingly difficult to maintain its programs.

Many of the Metropolitan Planning Project's board members were also members of EDCO's board. Their concern for the project's shrinking resources, and their perception of EDCO as a compatible agency in which to house the Metropolitan Planning Project's programs, resulted in Metropathways becoming a component of EDCO in September, 1978.

The Ethnic Heritage and Metropairways programs, (the other two Metropolitan Planning Project programs) were discontinued.

In its initial stages, Metropathways had difficulty recruiting a racially balanced student population. Since that time enrollment has become racially balanced. Strong recruitment efforts and course adjustments to meet the needs and interests of a broader population are seen as the reasons for the current racial balance (whites and blacks).

One suburban student, who heard about the program over her school's public address system, says she was initially attracted by the program's course offerings. This same student has recruited five others from her high school into the program.

Students enroll voluntarily in the program, which offers course options in: crime and justice, music, dance, chorus, photography, current events and you, and working with people. The majority of students enrolled are part-time and usually take one course, attending one day each week. However, a small number of students are full-time and

attend the program for each of the four days a week that classes are held, and are placed in internships for the fifth day.

The sending high schools, with the exception of two, give academic credits for the course options in which they enroll.

Students from Boston constitute the largest group enrolled in the program due to the fact that Boston has the largest school system in the region and the largest minority population.

Recruitment for the program is done mainly by the program staff. However, each high school has a Metropathways representative, who serves as a recruitment and information liaison. These representatives may be either students or/school staff.

The program maintains racial balance through planned recruitment. Students are mixed according to the options they choose. However, when course registration indicates the development of racial imbalance, students are encouraged to utilize a second course option and to enroll in courses in a manner that will promote racial balance. This effort is not always successful because of the voluntary nature of the program.

Parents are involved on several levels. An Open House for parents, where they are each requested to bring an ethnic food, is held at the beginning of each school year. A Parent Coordinator works with parents, and is responsible for the developments of two parent workshops a year. Parent-teacher liaison workshops are also held. Questionnaires to ascertain the areas in which they would like to work, are given to parents every year. Some serve as resource persons in the classroom, others allow students to "shadow" them in order to become more familiar with the various aspects of different professions.

A newsletter is distributed twice a year to parents, students, state and local education agencies and other interested individuals. Two or three times a year students participate in a "Beggar's Banquet" luncheon to which they bring ethnic foods and interact socially. Ethnic celebrations are incorporated into the program.

Metropathways is perceived as successful by its director who says "I think the past two years in this program have been the most rewarding. All of the goals and objectives have been achieved." Interviewed suburban students' perceptions are summed up by this Bedford, Massachusetts student, "It provides a sorely needed chance for people of different backgrounds and races to get to know each other. People in suburbia don't understand people in Boston...It gives the world a realistic view."

Urban students interviewed were more impressed by the fact that "teachers really care." They cited the willingness of teachers to "get involved" and to listen to students.

SPRINGFIELD'S SUMNER AVENUE SCHOOL: SPANISH LANGUAGE INSTRUCTION

55% white; 25% black; 20% Hispanic

Springfield, the third largest city in Massachusetts, became subject to a Federal court-ordered school desegregation mandate in 1974. School and city officials developed a carefully worked out plan that included the support of citywide parent groups. The plan, involving thirty-six elementary schools, called for over one third of the total elementary population to be transported to school by bus. According to school officials, implementation of this plan has been marked by orderly and peaceful attendance at the schools beginning with "the first day". These officials credit the plan's success to the "consistent leadership" of the superintendent and the "principals who were 100% behind it." In addition to their own observations on the progress of integrated education, school officials point to the fact that between 1974 and 1981, Springfield students' test scores have gone from below to above the national average.

One of the most effective schools in Springfield is the Sumner Avenue, a non-graded elementary school known for its individualized approach to education, its monitoring capability, and its positive integration climate. Designated a magnet school, under Springfield's desegregation plan of 1974, Sumner Avenue draws children of different racial and ethnic backgrounds from all over the city and cannot accommodate the number of children who apply for admission.

The principal introduced an ungraded curriculum to the school eight years ago after convincing the school's parent body of its merit. And, when he "saw integration coming," he held planning meetings with parents, and

feels that he had some input in the neighborhood's decision not to fight integration. As part of the planning process, the principal worked with parents in ironing out transportation problems. If there was a dangerous location, he redid the bus routes. He encouraged teams of parents - minority and white to meet every school bus. He "tried to foresee every possibility" before the racial balance plan went into effect.

The principal of the Sumner Avenue school, who has been an educator for over thirty years, is proud of the school's emphasis on academic learning. He says the present curriculum was planned by teachers who take note of special learning problems, and have created flexible groupings in math and reading. The staff continually evaluate needs and change specific objectives as needed. He says he can't "put a handle on it but teachers seem to have a real understanding of the needs of integration." The principal is actively involved in the education process. Teachers report children's progress to him and if they are having difficulty, he offers his services or those of another teacher to help them. The principal boasts that the school is "success-oriented" and he wants everyone to know it. For example, in response to media reports that, nationwide, public schools are failing, he recently sent a letter to Springfield parents --inviting them to visit classes at their convenience. In part, the letter reads:

> When you come you will find a school with a student population which is racially and ethnically balanced where pupils learn to live together and respect each other. You will find a competent, interested staff who are dedicated to the idea of providing a good education for their pupils; -- an organization which allows us to more closely meet the needs of individual youngsters; an organization which provides support and help for the classroom teacher. You will find a management system which allows us to monitor the progress of each individual child and alter the program of instruction if this proves necessary.
>
> But can they read and do math? We will show you test averages from standardized tests, group scores from our in-house testing program which mark out students' progress. We'll tell that by Christmas vacation EVERY CHILD was reading except for those in kindergarten and pre-primary class. (March 4, 1981).

In this school climate, an outstanding 636 program is Spanish Language Instruction with these features:

- It uses minority children as resources.
- It provides instruction to all children.
- It is combined regularly with other curriculum subjects.
- It successfully imparts language skills to kindergarten and elementary school-age children.
- It is an integral part of the school's integration effort.

Spanish Language Instruction was initiated at Sumner five years ago by the principal to enhance the integration of the numerous Spanish-speaking students there (over 20 parents). The school has two bilingual teachers, one of whom lives in the neighborhood.

The program features a bilingual teacher who has been with the program since its inception and who serves as both a music and conversational Spanish resource teacher for all students in the school. The Spanish language sessions are held once a week for thirty minutes, except for more frequent shorter time periods for kindergarten students. Classroom teachers remain with their students during lessons to improve their vocabulary as well. Lessons cover basic greetings, articles of clothing, foods, days of the week,and numbers, in addition to Spanish culture and holidays. The classes are culturally mixed and are planned to maximize interaction among students using "hands on" materials. Popular activities are: setting up a store with students purchasing fruit; setting a table and naming each object in Spanish. In these sessions, Spanish-speaking students are often called on to act both as "experts" in pronunciation and as sources of information. Because the background of the Spanish-speaking students is primarily Puerto Rican, Puerto Rican dialects are

used so that the entire class becomes familiar with the vocabulary and the dialect. The resource teacher also prepares tapes of material taught and vocabulary words for regular classroom use. Bilingual classes also reinforce the material learned in Spanish Language Instruction classes.

As a follow-up to these sessions, projects are planned that pair a Hispanic student with a student from a different background and both students present a project to a class in Spanish. These joint presentations range from a science lesson to a game.

Spanish Language Instruction is part of the multi-cultural focus of the school. Social studies and science resource teachers of 636 programs pool together all the resources of the school in these two areas to develop a variety of learning centers and kits for separate untis in social studies and science. For example, students recently finished a social studies unit on Puerto Rico and a unit for Black History week.

According to the resource teacher, the program has helped create a more positive attitude toward Hispanic students and their culture, and given students and teachers a basic Spanish vocabulary and repertoire of songs, poems, and sayings. One parent said her child thought he wouldn't be able to make friends with Hispanic children because Hispanics didn't speak English. Being together in bilingual classes and being taught conversational Spanish has helped him to overcome his initial apprehension. A Puerto Rican parent said that the program encouraged her children to learn Spanish which they had resisted and improved communication within the family. Several neighborhood parents (the magnet population at the school is only 25 percent) say that they remain in the neighborhood because of the Sumner Avenue School.

LOWELL PUBLIC SCHOOLS: A LANGUAGE TO SHARE

Lowell, Massachusetts, probably the most famous of the once-lucrative textile industry cities of the Merrimac Valley, has a public school population totalling approximately 14,500. Of this population about 695 are limited English proficient students, falling into three major language groups--308 Hispanic, 192 Portuguese and 195 newly arrived Indo-Chinese, who are serviced through the transitional bilingual education program. Unlike some of the other towns and cities in the Commonwealth which have dealt with or are dealing with problems of desegregation, Lowell's problems center on the integration of non-English dominant language groups. This in turn has stemmed from the heavy concentration of Hispanics and Portuguese in certain sections of the city and the overrepresentation of these groups in the neighborhood schools which serve those sections. Lowell has responded to this racial/ethnic imbalance problem through a plan which has established bilingual classes in schools which serve predominatly white English-speaking students, and through the establishment of three magnet schools, and four more planned, which are designed to attract a racially/ethnically balanced population from throughout the city. One of the other efforts to increase positive contact between English-speaking and bilingual students is a program known as A Language to Share (ALTS).

From the information gathered from those most familiar with the program and its operation these appear to be its outstanding characteristics:

- The bilingual students experience a boost in self-esteem and they learn to communicate more effectively in English by being made responsible for teaching their language and culture to other students.

- The younger English-speaking students are introduced to a language and culture which is different from their own, and they learn in a positive and non-threatening way to respect individuals whose language, culture, and in some cases, race, is different from their own before negative stereotypes have a chance to sink in.

- Bilingual and standard curriculum teacher and administrators have increased their cooperative planning efforts on behalf of all students, and the negative expectations of bilingual students which some teachers and administrators may have held, have been positively changed.

- The yearly outing and/or picnic which is a part of the program's final yearly phase allows people from the Hispanic and Portuguese communities to introduce their culture and community to the English-speaking students and teachers by planning and conducting tours of ethnic stores, businesses and other points of interest within their communities. This part of the program has created stronger ties between parents of bilingual students and the schools which are involved with the program.

- Because ALTS has been tried in several other school systems over a period of time, it has generated many written documents and instructional materials which are helpful in implementing the program in a new site. These materials include teachers manuals and manuals for the bilingual students on teaching young children and developing lesson plans. The materials and training sessions also specifically stress the building of a positive self image among the bilingual participants.

- After the initial costs of teacher training and materials are covered, transportation is the only major expense. If the program is contained within one school, costs are reduced even more. This makes it much easier for absorption into the regular curriculum.

While it is clear that the program has been successful, it has its problems as well, some of which are:

- The elimination of the program in two of the five schools which originally participated during the 1980-82 school years. In one school the bilingual population of the full-time class fell from seven to two, due to families moving out of Massachusetts or to another town. In the other school, overcrowded classes and less time for teachers (blamed on proposition 2½ and Federal cutbacks) spelled the end of the program.

- Transportation problems which sometimes delay the start of teaching sessions have caused some frustrations for the standard curriculum and bilingual teachers. Since short and very carefully controlled time slots are given it is important that program activities occur on schedule.

- Some elementary school teachers could do more to reinforce the words and other lessons learned by more fully integrating the program into regular classroom activities.

- This program which has been used so successfully with Portuguese and Hispanic bilingual students should also be adapted for use with the growing Indo-Chinese student population.

This program, begun in 1978, is designed to bring bilingual and English-speaking students together by having them involved in the teaching of their language and culture to one another. The most effective prototype of this basic design is one which brings older bilingual students (grades 5-8) together with younger English-speaking students (grades 1-3) in regularly scheduled teaching sessions, lasting between thirty and forty minutes, in Portuguese or Spanish language and culture. The bilingual students are given some basic training in early childhood cognitive development and are made responsible for developing appropriate lesson plans prior to each session. They are also held responsible for keeping daily but very private journals on how the teaching sessions have gone. Most of the cycles of this program--that is, the pairing of the bilingual students with a particular elementary class--last about ten weeks, culminating in a picnic or outing which involves the Portuguese or Hispanic community.

A typical teaching session might include the preparation of a lesson on 'colors' in Spanish or Portuguese and in English. The bilingual students will come into the elementary school classroom, find their two or three students, and immediately begin teaching the words for different

colors, using illustrations in their teaching notebooks to reinforce their lessons. These small groups will concentrate first on pronunciation and the Enlgish equivalent, and then they may play a matching game or use some other learning device to get their students to apply what they have learned. The interchanges between the students and their 'teachers' are often noisy and lively, but always well-directed and monitored by staff people. The elementary school teacher will often prepare for or reinforce what is learned by presenting the English words for the different colors before the session or putting the matching Spanish or Portuguese and English equivalent words on a bulletin board with the actual color joining them after the session is over.

A Language to Share was developed by a consultant from the Educational Development Center, Inc. in Newton, and it was first implemented in Boston. It was tried in at least three different schools, at high school, middle school, and elementary levels. While the program itself worked very well in some of these settings and was even expanded, it was eventually dropped in Boston because of a lack of political support at a time when Boston was facing many other problems (related to desegregation). It was also dropped because the training component, which is seen by the program developers as crucial to its success, was very difficult to maintain due to the frequent shifts in staff resulting from the court order. The program was also implemented in Lawrence, Massachusetts.

While parents do not have a strong day-to-day role in the program itself, they work to support it in several ways. In one case a parent has been hired as a teacher's aide to work with bilingual students in preparing lesson plans and monitoring and assisting in the actual teaching

for the program. The parents of all participating students are notified by mail that their children will be enrolled in the program, and they are invited to ask questions about any aspect of the program's operation. Bilingual parents are introduced to the program at the Bilingual PAC meeting held in the Fall. Parents are also invited to help with the planning and carrying out of the yearly outing, which was described earlier. In addition to a yearly outing, one school has chosen to have a yearly dinner, planned and actually produced by the bilingual students and their parents. Teachers and all parents are invited to participate and try the ethnic foods. This event has, in and of itself, brought some bilingual parents closer to the schools and facilitated communication with teachers and administrators. While there were some parents of English-speaking students who expressed some skepticism about the program at its inception, no parents have removed their children from participation nor have the unfavorable remarks continued once the program was in full swing.

Some of the lasting value of the program can be found in the example of the principal of the elementary school which once had the program but no longer does because of the budgetary problems cited earlier. Her school is now undergoing an influx of bilingual students into the third grade level. Some of her English-speaking students participated in ALTS in the first and second grade through a pairing with a middle school with older bilingual students. She feels these English-speaking students who have gone through the program are much more receptive and friendly to the bilingual students who are now in third grade. By comparison, those English-speaking students who have not been involved in the program do not interact as freely with the third grade bilinguals and there appear

to be more confrontations between these students and the bilingual students on the playground. In other parts of the city where early contacts have not occurred incidents of fighting and other tensions appear to occur more frequently and escalate as the students move on to junior high school.

The bilingual students who participate in the program have a range of responses when asked what they think of the program, but few of these responses are negative. Very few bilingual students in the four-year history of the program in Lowell have asked to drop out or have been asked to leave. Some appear not to be wildly enthusiastic, but most, even those who on the surface appear to take their participation for granted, express great satisfaction in being able to teach something they know well to younger receptive students. The bilingual teachers, have, in some cases, encouraged their students to take their teaching responsibilities very seriously, and the students have responded, in some cases, with a 'professionalism' which has included 'dressing up' like a teacher for each session and preparing all lesson plans as conscientiously as possible. Some of the direct responses of the bilingual students have been:

- "It's nice. The way the kids want to learn Portuguese helps me to teach."
- "My parents are proud that I am teaching our language."
- "It helps me to help the little kids. Sometimes they teach me words in English that I'm not sure of."

It is apparent from the touching and other expressions of affection between some of the bilingual students, especially but not exclusively the girls, and their young students that much more is taking place in the teaching part of this program than just an exchange of information.

CONCLUSIONS

The non-traditional methodology used to conduct this study, letting the definition of "successful" emerge from parents, students, teachers, administrators and program directors, turned up 636 programs in a variety of settings and with varying content. Programs were identified that were school-based, district-wide, in elementary, middle and high schools; in both magnet and non-magnet schools; conducted at community centers and facilities with the participation of an entire class, or only some children in a grade. In addition, two Metco programs, one large and one small, were selected as examples of successful Metco programs. The content of the part-time programs studied includes math, art, theatre arts, staff development, basic skills, career education, and Spanish and Portuguese language instruction.

The major research findings about the programs are:

1) They vary considerably in their integration strategies;

2) they are concerned with excellence no matter what the subject matter or purposes;

3) they depend on a supportive school climate in the process of moving from idea to successful implementation;

4) there have been and still remain major problems in institutionalizing the programs or program components within the school system.

Before discussing these findings, it is important to point out that the purpose of this study is to generate hypotheses concerning successful integration programs rather than to test them. The study findings highlight commonalities and differences among the programs, some of which may merit systematic investigation.

All programs cited display sensitivity to integration in recognizing that learning takes place in ways other than exchange and interaction with teachers. However, programs differ in the strategies they use to enhance integration. Strategies include such multicultural events and activities as annual suppers, outings and fairs in Natick, the Trotter School, Lowell, and Metropathways; trips to different neighborhoods in Project Four Worlds, La Buena Herencia, and A Language to Share in Lowell; modeling and shadowing in Career Education and Metropathways; recognizing and dealing with stereotypes in La Buena Herencia and the career education program at the Edison; affirmative action in staffing in Newton; increasing the self-esteem of linguistic minority students by using them as language instruction resources in the Sumner Avenue School and in A Language to Share in Lowell. It is difficult to evaluate the relative impact of these different strategies in increasing integration gains because there appear to be many factors which may affect integration. Some of these complexities can be seen in the following examples. The Wheelock/District II Teacher Training program does not address integration concerns through direct teaching strategies or through affirmative action in staffing, but observations indicate that it is a well-implemented program with positive interactions taking place among children of different races and cultures. The Reading program at Brighton High School does not make special efforts to pair students according to differences in racial backgrounds for assignments given during the reading classes, but because of a natural diversity in the students body just the pairing of students to achieve mutual goals appears to have a positive effect on integration. In Newton, on the other hand, there has been a strong emphasis on dealing more directly with bias and racial issues as they arise,

and recent outreach efforts with Metco parents revealed concerns about limited efforts on the part of the Newton system to identify and service gifted Metco students. These airing of concerns resulted in the creation of resource teams to respond to this situation through investigation, planning and recommendations. In light of these differences in approach, it is recommended that the impact of different strategies of integration be systematically investigated.

Although programs "viewed as successful" vary in their approach to integration and in subject matter and setting, a major finding of this study is that they are perceived uniformly by parents as offering increased educational opportunities. Parents expect that their children will increase their reading and language proficiency; thay want their children to learn some Spanish or Portuguese, starting in elementary school; they are concerned that their children become proficient in mathematics; they appreciate the high calibre of art work done in part-time magnet programs; they are pleased that their children are learning about career possibilities, theatre, and the world of work in general. Parents of children in the Metco communities believe that the benefits their children are getting out of a suburban education will provide them with continued educational and career opportunities which they might otherwise not have. This would suggest that in designing a program initially, care should be taken in focusing the program on substantive educational issues which have the support of parents, educators and others in the community.

In considering the elements of success in these programs, initial resources and planning are acknowledged as essential but are not singled out for discussion here because they are conditions set for all 636 programs. However, as the experience of the Metco program suggests, the degree to which strong efforts are made to identify resources and to involve a wide cross-section of the community in planning is a crucial factor in ultimate program success.

Going beyond the planning stages, this discussion is geared to the question, "Why do these programs get off the ground, excite and inspire participants, and win the support of parents, teachers, and administrators?" Based both on observations of programs and the responses of parents, administrators, teachers and directors in this study, a prominent finding is that effective programs are in schools that have flexible organizations, support for innovation, and strong collegial relationships among staff. Other elements which appear to be associated with outstanding programs are administrative leadership, staff expertise and sharing patterns, creative use of resources and parent and community outreach. These elements are not present to the same degree in all program situations cited in this study but they shape the way programs function.

Through these 'successful' programs superintendents and principals appear to be sending out a message about what kind of district or school they are running and their expectations from administrators, teachers and students. As an example, Springfield principals speak of the superintendent's encouragement of innovation; the principal of the Sumner Avenue School wants the whole world to know about the success of his school and 636 programs. In both Metco communities--Newton and Natick--the superintendents regard Metco students as their own, not as 'outsiders'. In Newton, the superintendent, with first-hand knowledge of the program, fought to keep it at a high level of responsiveness to the needs of the Metco students. The principal of the Trotter School is proud of its reputation for excellence, innovation and flexibility in organization. Teachers working at the Trotter expect to be involved in innovative programs and in proposal planning and writing. Teachers at the Edison School spoke of a good climate for learning established under a strong and involved principal. Conversely, lack of principal support is blamed for difficulties in the implementation of La Buena Herencia in East Boston High

School. Also, greater success in expanding the benefits of the Wheelock College/District II Reading program is thought to be dependent on greater principal involvement.

In the programs examined in this study, success seems to depend, in large measure, on the relationship of the program to the school. Administrative leadership extends beyond introduction of new programs into active support for those programs. Administrative support is needed to make rooms available, rearrange schedules, present curriculum in new ways, and to insure staff cooperation. Organizing and managing programs requires collaboration and flexibility. Whether programs take place in a school or at a community center, whether for one hour a week to a full day in a Metco community, the school routine is disrupted, extra scheduling is needed, transportation issues require resolution, and teachers need release time. In order to infuse the program into the curriculum, teachers often cooperate with a program director by attending workshops or doing joint planning, in their off-duty hours. How programs relate well to the schools in which they are implemented can be seen in these examples. In the Edison School, the principal gave encouragement, release time and a room for the Career Education program. In the Project Four Worlds program a teacher and an entire class leave the school for several hours each week. In Metropathways, in all but two schools, students are given credits for the courses they take as a part of the program. In Metco schools, late busses are scheduled so that students can participate in as many of the after-school and extra-curricular activities as possible.

Staff expertise and collegiality are often mentioned in connection with the successful functioning of a program. Whether programs originate in a district office, in schools or in community or educational organizations, program development and implementation is a collaborative process, involving parents, administrators, teachers and students. Teachers play a critical role in implementing programs either in the capacity of program coordinators or in collaborating with program directors and other teachers. Teachers/coordinators have a reputation as master teachers whose expertise and commitment are recognized and valued. They have a concept of how children learn, and relate their program content to educational processes stemming from this concept. For example, at the Edison School, career education is conceptualized as a total curriculum combining basic skills with career exploration, and the development of a positive self-concept. Whether teaching in schools or in community facilities, teacher/coordinators have expectations for their programs which are a part of larger educational goals, with specific objectives identified leading to these goals. In many cases, they have developed written program guides for use by other teachers. They work with other teachers, in workshops, during lunch or after school.

An aid to the blossoming of these programs is the ability of some program coordinators to enhance 636 resources by involving other resources, i.e., additional grants or the service of other professionals or parents. For example, program coordinators in READ, Newton Metco and Career Education, secured federal grants which they used to expand their programs. In Newton, the coordinator used her professional ties to enlist the support of black social workers in the Metco program. In Natick, a principal secured tutoring help from a nearby army base. The career education program at the Edison School utilized the services of several public and private institutions.

The most variable element in these programs is parent and community participation. In Newton and Natick, parent and community activism was responsible for bringing Metco programs to the school systems. Although the nature of parent participation has changed in both communities, the Metco programs are firmly entrenched. In Newton, community support has proved vital to the continuance of the program. On the other hand, the part-time programs and the school-based programs, often lack strong parent and community support and participation in an ongoing way. Although some of these programs originated with parental concern and support, as did the math lab in the Trotter School, or La Buena Herencia, ongoing parent participation and commitment is no longer a vital factor in their functioning. While parental support and involvement appears to be problematic everywhere, particular difficulties are apparent in Boston and in larger urban centers. Ways of achieving greater parental involvement in supporting 636 and other educational programs merits systematic investigation.

Finally, the goal of institutionalizing 636 programs or components of them is still problematic, even with those experiencing high levels of success. The full-time programs exemplified by the two Metco programs appear to be having an easier time in reaching this goal. For example, in Natick an assistant superintendent has responsibility for coordinating the Metco program with regular school curricula. And in Newton the superintendent assumes a large share of the responsibility for building the needs of the Metco program into system-wide policy. In both communities program coordinators meet with principals and administrators regularly. Both short and long-term planning efforts are evident in Metco proposals.

By contrast, the part-time programs (at the time of this study) are approved on a yearly basis and planning is almost uniformly short-range. This has made it more difficult for teachers and administrators to see 636 funds as money which can support long-term and enduring change and improvement. With uncertain funding, political and fiscal crises and instability, and without a base of strong parent support, even good programs do not necessarily survive or become infused. The career education program at the Edison and READ program are examples of programs which have been cut. Other programs such as La Buena Herencia have been forced to restructure their hours which, according to the program directors, has been detrimental to the programs' impact. Some of these problems may be resolved by the district-wide planning which has been proposed as a part of a new policy of sending one three-year proposal per district (school district or, in Boston, community district) to the state for consideration (dependent on yearly appropriations from the Legislature). Because of their unique structures Metco programs and part-time magnet pairings have not been included in this change. For those districts that are involved, this new policy may lead to better planning efforts, looking at the needs of the district across a broader spectrum, and greater responsibility for program outcomes. This improvement of the planning process may provide a greater opportunity for the kind of parent involvement which was intended in 636 programs.

APPENDIX I

BOARD OF EDUCATION POLICY FOR THE IMPLEMENTATION OF CHAPTER 636 OF THE ACTS OF 1974

Adopted November 22, 1977

For Revision February 26, 1980

It is the policy of the Board of Education that all funds available under Chapter 636 be used to meet unique educational needs arising in school districts that are desegregating, either voluntarily or under court-order. Funds may not be used to supplant educational services which are normally provided by the applicant school system.* Of particular importance are programs which seek to further the goals of "integrated education" by improving the quality of life in integrated classrooms, and by providing opportunities for a cross-cultural interaction which would not normally take place within regular school programming.

Programs submitted for funding under Chapter 636 must fall within one of the ten program areas described below:

1. University Pairings

Programs that are planned collaboratively by schools or districts with institutions of higher education, primarily though not exclusively in Boston--includes 24 university pairings established by the Federal District Court. Programs may involve: (1) direct services to students through tutoring, special courses, materials, field trips, guidance services or other direct services not normally provided by the school district; (2) direct services to teachers and administrators through staff training, curriculum development, planning assistance or other direct services not normally provided by the school system; or (3) direct and indirect services to parents, through paid support positions, community outreach and parent liaison activities.

2. Integration of Bilingual Students

Programs that bring together students from transitional bilingual education programs and students not enrolled in such programs for activities which promote positive interaction and intercultural understanding, improve language skills and increase participation of bilingual students in regular school programming. This may include activities within regularly scheduled integrated classes or special activities or workshops designed to promote multi-cultural awareness.

3. Career Awareness in Elementary and Middle Schools

Programs that provide students with information, experience, and guidance about careers which will better enable them to make informed choices

about academic and vocational options, not limited by occupational stereotypes based on sex or ethnicity. Such programs should primarily provide direct services to students, and should be infused into the regular curriculum, but should not be offered through courses where enrollment is primarily of one sex. Programs should use the resources of businesses, government and social service agencies whenever possible.

4. Arts in Education

Programs that are planned by schools in collaboration with one or more cultural institutions which infuse cultural subject matter into the regular school curriculum to meet educational objectives set by the school. All programs should meet cognitive learning objectives (such as improved writing skills or learning theatre arts concepts) and interracial learning objectives (such as reduced stereotyping or increased multi-racial awareness). Programs should provide direct learning experiences for students beyond what is normally provided.

5. Special Needs--Talented and Gifted

Programs that provide supplemental educational services to talented and gifted students on a part-time basis, while helping their homeroom teachers to meet their special needs through activities which can be intergrated into the regular curriculum. Programs must have a thoughtful and sensitive approach to identification of talented and gifted students. Program enrollment must be racially and sexually representative of the school or schools which are served, and include handicapped students as appropriate.

6. Reducing Disparity in Academic Achievement Among Students Subject to Desegregation

Programs that are designed to further the goal of integration by reducing the disparity in academic achievement levels among students subject to desegregation; development and implementation of written education plans to address disparities in academic achievement; provision of instructional counselling and follow-up support as appropriate to assure that achievement gains will continue; and provision of additional resources and specific skills development for teachers, administrators, counselors and others, especially in relation to the learning styles and needs of minority students.

7. Integrated Student Leadership

Programs that promote integration through student leadership activities which focus on providing students with the skills necessary to deal constructively with racial tension and conflict in schools. Programs should identify and develop school leadership potential in both formal and informal student groups at all grade levels within a school or district. Programs should promote teacher, counselor, administration and community group collaboration/participation with students in addressing school integration issues. Students should be encouraged to initiate and actively participate in the proposal development.

8. 622 Mini-grants

Programs initiated by local school staff, parents or cooperating agencies designed to implement one or more aspects of Chapter 622 in an innovative way. Grant amount will not exceed $1,000. Eligible activities are those which address one or more of the provisions of the Chapter 622 Regulations, in the areas of guidance--curricula--extra-curricular activities--and active efforts. Interested applicants should review these regulations (available from the Title IX/622 Coordinator in each school system) prior to preparing a proposal.

9. Special Desegregation

Programs that further voluntary or court-ordered desegregation in areas of pressing need in individual schools or districts through program development, student recruitment, parent involvement, strengthening a learning or content theme, part-time pairing of racially imbalanced with racially isolated schools, and other special measures designed to further desegregation. Special measures to support desegregation.

10. Exemplary Programs in Cross-Cultural Education

Programs that are clearly designed to improve the quality of relationships among students of different racial groups, and that are of an exemplary quality in their activities and evaluation strategy. Programs should include specific interracial and cognitive learning objectives and clearly defined activities to meet each objective.

*Note:

Supplanting, which is prohibited by Board Policy, is defined as follows: A school system supplants when it requests funding which: (1) should otherwise be provided by the school system (that is, if the proposed activity should take place even if the grant were not awarded, or is otherwise the common practice of school systems); (2) is a categorical reimbursable item as mandated under another state or federal law (that is, if the proposed activity could be supported by funds from another state or federal source); or (3) supports an activity that was funded by the school system in the previous fiscal year.

APPENDIX IV

1980-81 ENROLLMENTS

Program Number and Name		Students Participating BLACK	WHITE	OTHER	TOTAL
80-1D-0016	Edison Middle Career Ed. (Oct. 5, 1979-80 Statistics)	189	136	179	498
81-9D-0489	Copley Square High School Theater Arts Program	260	189	80	529
81-9D-9187	Trotter Elem., District IX (Math Lab)	919	777	348	2,044
81-ID-0017	District I-R.E.A.D. (Oct. 2, 1980 - All Students)	1,669	1,290	1,045	5,004
81-2D-0349	District II-Elem. Schools/ Wheelock College--Project in Language Arts	350	350	400	1,100
81-SP-0831	Sumner Avenue Magnet School Project	95	219	-	314
81-LO-0931	Lowell--A Language to Share	3	206	82	291
		HISPANIC		PORTUGUESE	
		82		32	Total = 114
81-MEP-0512	Project Four Worlds	10	33	7	50
80-MEP-0515	Casa Del Sol La Buena Herencia	48	85	27	160
81-MEP-0504	Metro Pathways	544	1,197	259	2,000

Total Student and Metco = 11,896

N.B. Edison Middle School figures are October 5, 1979, all other enrollments are 1980.